Navigating The
CrossRoads Of
Development From
Childhood To
Adolescence By
Carolyn Warrick
A DC Books Ebook
Publication

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Of

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Dedication

My thesis is in dedication to my mother and father,

Janet and Robert Warrick; my first childhood friends,

Kimberly and Tiffany; Mrs. Justina Russell; my in-country

Coach, Jim Neff; and my teachers throughout my years

Of growing and developing with a love and passion for

An appreciation for diversity with making friends from

All walks of life in a world tumultuously in racial friction.

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ABSTRACT

This manuscript is a compilation of analysis based on collected

Research applied to theoretical circumspection that sequesters

On the projective who; what; where; when; why; and how that

Is determinate of the outcomes of bi-scenario environmental

Communicating biospheres of childrens and adolescents ID-

Self assimbiotic minded assessment of association with peer

Identifying patterns of community-minded organization.

This cross-directional route toward self-actualization will

Lead children and adolescents along the bi-secting path

Of constructive or destructive methods for assimilation into

A formalization of community attachment and security that

Equates the Resolution of self-identity with the methods of

Symbiotic environmental generating forms of communication.

Introduction

This manuscript provides a parenthetical analysis of the

Developing identification of children and adolescents

With the circum-structuring blueprints of an assimbiotic

-minded state of self-reflection that mirrors self-actualization.

By self-identifying authenticity at the CrossRoads of Development

With the deciding factorization for communicating by association

With psyche-socialized environmental biospheres of either

Constructive or destructive methodology of communitization.

With the understanding that the need for children and

Adolescents to locate a sense of self-identity through a

Feeling of attachment and belonging with a familiarate

Grouping of communitization; emulates a congealed

Sense of communication that provides for children

And adolescents a supporting structure of unity,

Fellowship, and familial leadership for the impression

-modalating children and adolescents of today.

MARRIAGE WITH A DEEPER MEANING

Western cultural generally provides the traditional metrosexual setting of two people getting married in a church. After the ceremony, the married couple set off to establish their own identity apart from family, friends, and community. Expectations from the couple are that their life will prosper with just the two involved. Quite often this does not happen as noted by the high divorce rate and stress level. Now, along comes a fantastic article by Sobonfu Somé, in an excerpt from her book, *The Spirit of Intimacy*, that sheds light on how relationships work for her people in a West African village. She states that the Dagara concept (the name of her tribe) of intimacy can be adapted to the Western lifestyle.

Sobonfu explains that it really takes a village ...meaning multiple people involving community, family, friends, as well as a husband and wife to make a relationship work. The *"spirit"* or a source of tranquility and love is generated by being involved with nature and away from the stressful daily routine that many have today. One way to achieve this is by keeping sacred or very personal items of importance put together in a basket to be observed frequently by the couple *(ritual)*. The couple draw energy *(spirituolness)* from these objects. Family help with the raising of children, so does the community (village in Sobonfu's case), and so do friends who reach out to the couple and children to offer support. Thus, Sobonfu is telling us that intimacy is NOT the pursuit of sexual pleasure, but the involvement of society into the relationship that binds everything together to provide intimacy. This is generally lacking in white

American culture because of the nomadic lifestyle, but not necessarily with immigrants to our country.

While polygamy is allowed in her village, it is not viewed as adultery. It is up to the wife to choose whether another woman can enter into the household and bring what Sonbonfu terms another source of energy to bring happiness to all.

In summary, her article states that it is necessary to embrace the community, and a couple alone is not a community and the relationship will ultimately fail. Community nurtures, provides comfort emotionally, and allows for conflicts to be resolved more easily by involving the community. Community IS children, relatives, spirit, rituals, gift-giving, and other things.

Sobonfu's article is an eye-opener that provides helpful ideas that can be adapted

I happened upon an article of interest on families headed by grandmothers. The article provided a broad insight on the population and variations of family-types headed by grandmothers for reasons and circumstances I never realized.

In chapter 7 titled, Understanding Non-Traditional Families, by Pauline Erera, this was a second edition to a previous article titled, Grandmothers Raising Grandchildren:Caregiving and the Feminization of Poverty, by Pauline Erera and Laura Landry-Meyer. Information in the second article describes the rapid population of grandmother-headed families in American homes; ethnicity variants; lack of support from social organizations; detailed history of grandmother involvement; a discourse by the grandmothers of their reasons and actions; etc.

Since 1995 over four million kids under 18 years were raised by grandmothers. One and one-half million kids did not have any birth parents present in the household. A Chelfie (1994) statistical report on ethnic households by grandparents confirmed a 1992 population survey that Whites made up 58%; African-Americans at 29%; Hispanics at 10%.

Asians at 7%, American Indian at 1%. (Saunderson & Hanson 1999)

Historical background emphasizes the parental surrogate, which grandmothers played when their own children entered the work force. Grandmothers re-assumed the role for these reasons: poverty, drugs, AIDS, divorce, child abuse by birth parent, economic problems, etc. In 87% of cases, grandmothers reported financial hardship as they did not receive financial assistance from family or from legal entities.

Due to custody revenue withholdings, support is not an option (Minkler & Roe, 1993). Many grandmothers are forced to give up their jobs in order to take care of their grandchildren, which means a greater loss of finances for all concerned.

Grandmothers are often faced with stereotypes such as "being too old" or "out of date", or they are deemed incompetent. Quite often they are not respected for their caretaking abilities even in their "own" circle of friends, etc.

Stereotypical obstacles face many a grandparent today when taking over the caretaking responsibilities of raising grandchildren. Ageism is one example. Grandparents do need and deserve a strong support system.

and single parent mothers in America. Poverty is ... ...
... ... women with children that experience as "attracts" to business and
friends alike towards them. It is my opinion that these societal institutions prevent single
mothers from obtaining decent jobs with decent pay. How? By making the employment
roles difficult that allow the mothers the needed flexibility to take care of their children
before and after school, and the needed time to take for a child's illness, etc. Employers
cite the need for reliability, and single mothers with children are often reported to
unavailable for these reasons.

On page 59 under sub-section *Mothers Care, Work and Politics* a whole section was
devoted to single mothers with financial problems basically due to racial, environmental,
and gender role reasons. It is true. How? Unless a mother is well educated, clerical jobs
do not pay enough for single mothers to afford quality daycare and live in a better
environment. Most single women with children do not hold jobs traditionally held by
men because of the need to be on call for children. Therefore, these women earn far less
than men. Recent into cheap housing (environmental), and generally these women are
women of color (racial). Racial prejudice exists because of the stereotype of poorly
structured family lives, lack of attention to child rearing, sex and drug addicted parents,
and that no fathers are around. Actually, ... extended
family consisting of friends, relatives, and acquaintances. Our American society,
however, values and honors the typical family stereotype of a married mother and father
with children. It was true years ago and still true today.

emotional stability. To better identify this is that women provide sex, companionship, and domestic capabilities. She comes in a package. Better deal, too!

When babies enter into the picture, it would be hard on the relationship. The man has been catered to; the desire for sex by the woman is exhausted for awhile; she loses sleep at night; and the demands on the woman are hard. Husbands may feel unwanted and become angry. The wife must be sure his needs are met so that the relationship is not strained forever. However, what often happens is that the husband tires of this and has an affair. I believe if there is a strong commitment between the husband and wife, they can get through the period of child rearing with their marriage intact. It all amounts to a strong family values system.

Schwartz addresses problems when partners get older and that the sexual desire lessens. Maybe on paper the statistics show that but I don't believe that has to happen. I have seen many older happy couples that have a lot of affection for each other.

I truly feel that if attention is paid to each other in sharing domestic as well as economic responsibilit

FATHERING MADE SIMPLE OR NOT

Fathering is often perceived to be an arduous and tedious task for male parents in either stable or divorced environments. Basically, this is because of the biological differences between men and women in their caretaking abilities. Societal expectations of males is that they perform as the major bread winner, remain as affectionate family men, and remain monogamous. Quite often, however, divorce ensues and men find themselves vying for custody of their children. Court rulings, though, generally favor the mother. Fathers must prove themselves more competent (i.e., cooking, cleaning, caretaking) than mothers in order to be awarded primary custody. Mothers are supported at work (generally) while it has often been viewed unfavorably by the father's employer. Even so, fathers, while few in number, have been awarded child custody.

SINGLE CUSTODIAL FATHERS AND THEIR CHILDREN-WHEN THINGS GO WELL, an article by Alfred DeMaris and Geoffrey Grief, covers a wide-ranging array of subjects on data and methods; sample characteristics of fathers; measures of successful parenting experiences; the findings and attitudes toward children by fathers; balancing work and parenthood by fathers; and finally, the predictors of successful parenting experiences. Testing was done on a select group of fathers.

The data and methods used came from _Parents Without Partners_ and _The Single Parent_ magazine surveys (PWP and SP respectively). A weakness of this approach excluded information from ex-wives, but included only those fathers who chose to respond. The average father's age was 40.8; income between $30,000-$33,800; white males; average 2.4 years of college. The article further lists percentages of success by the _Index of Parental Attitudes (IPA)_. With a scale of 0 to 100, a mean score was 9.9 ... and scores at 30 and above indicated a significant problem parent-child relationship. Of this group, only 6.4% of the fathers scored in that range.

Further information incorporates the age and sex of the children. One interesting aspect is that fathers perceived young daughters to be less troublesome than sons. Age of the children was also a factor.

The longer the fathers had custody of the children, the more positive attitude was likely by the father. It seems that part of the difficulty in the male custody aspect is the conflict that arises with ex-wives over visitation, and the need for the father to maintain an active social life (dating).

Of the 1,102 individual sampled fathers, 17% stated it was *not* difficult to balance work and parenthood. Those fathers were involved with their children *before* the breakup. Fathers that had to make changes to their work schedule found the going tougher.

Another group of fathers was sampled (1,104) and out of that group 220 or 20% had rated as "successful". This group had different variables by which they were judged; i.e., logistic discriminant analysis (LDA) and other variables and predictors and ratios. It seems that when there is contesting of custody, having more social support and a satisfactory social life, that the experience is positive. *But*, when there is conflict with the ex-wife plus the number of children and their sex is involved, this reduces the odds of success for the father.

Practitioners use this information to help a father seeking custody. There are perceptions involved, however, in seeking help from a practitioner in that the father can be viewed as unsuccessful. Again, more variables.

In 1994 there 1.3 million custodial fathers...an increase of 15% over the previous

In the book Early Childhood Development, by Jeffrey Trawick-Smith, his concluding chapter titled Parents, Families, and Children - A Multicultural Perspective, details the life style as seen through the eyes of the oppressed and poverty-stricken families in the trials and tribulations of raising or not raising their children, conformity with the extended family or foster parents,' typical child rearing spectacles and multi-cultural versions to child raising,' ~~as well as~~ and the inclusion of a father or other male figure and the grandparents involvements)

Interestingly, Trawick-Smith always assimilates the incorporation of multi-cultural perspectives and economic status(not always congruent to eachother in subtopic)as a key identity to elementing the issue of oppression with child rearing and familial crisis.

For example, with the factor of high infant mortality rates sky rocketing in poverty-stricken family surroundings, African-American influences belive that to raise your child with "tough love" and at an early age teach them to walk on their own with little parental guidance or support within reason, will prepare them for a violent world that awaits them, upon opening their house door to the world outside.

Responding to crying varies in the aspect of family and parenting styles of diverse cultures as well. Some parents will respond hesitantly or very little in timing crying episodes displayed by their infants or toddlers. Other parents will immediately respond to a particular or just any crying sound made by their children. These types of parents in the latter scenario are ones that are typically viewed in white American families. Mexican-American children were found to communicate less with their parents in general. While English-speaking American families tended to engage in conversations and other verbally incorporated activities with their children.

The importancy of fathers, grandparents, siblings and foster parents is made evident throughout highlighted sections of this chapter. Trawick-Smith makes the importance of these key participants in a child's life as emminent because whether a father is absent or not, he is equally neccessary and beneficial to the healthy raising of a child in poverty. Siblings enact as beneficiaries to younger siblings in poverty who need greated spans of attention or other needs to prosper healthfully. The aspect of having grandparent(s) to fill the role of Mother and/or Father as well as foster parenting will be able to fascilitate accordingly all the child's needs to maintain a healthy counteneance. Theorists like

Levine(1977) and Hale-Benson(1986) assimilate comprehension of infant mortality, child rearing hardships and poverty as well as absentee-fathers or parenting in general will lead to a child's downfall psychologically, emotionally and even physically in life if this type of negative parenting environment continues to persist. Their relations of child rearing experiences and techniques relates to early discussed child theorists such as Piaget, in this textbook. A common link to multi-culturalism, gender, parenting skills and dilemmas as well as the arduous and complexing pathway to child development itself and it's dealt with routines, is addressed by theorists such as the above labeled in this textbook, by positions divergently yet also communally driven.

I surmise that child development and rearing is not so diverse nor so one dimensional in paving roads to health, achievements, academic successes and multicultural or multi-lingual or multi-phsyiological avenues to an amiably constructed life. As long as the resulting factors determine a healthy, happy and successful individual in life, it does not matter which or who's perspective-whether multi-cultural, bi-lingual, gender-based, economic status, birth or post birth conditions, etc, to obtain this climax.

Observation & Interview of a Five Year Old Boy

Last Friday, June 1st, I conceived the idea to interview and observe a five to eight year old boy at the Shoreline Community College Child Center. Upon arrival at 11:27 a.m., I was greeted by the clerk stationed at the entrance. My position and purpose, that being a class assignment for the Child Development 101 class, was stated to the clerk who ushered me in to interview a five year old boy named Adrian. While I found out that Adrian happened to still be in pre-school, my perception was that he would be able to answer my questions directed toward him.

Shoreline was chosen because of the closeness of the facilities to the main campus, and with my past interviews, I felt comfortable in the surrounding environment. I felt that Adrian was mature enough to answer the questions I would have for him. One could always place a different emphasis on a question to enable him to comprehend and respond appropriately.

The first set of questions was comprised from a social aspect. They were as follows: (1) Do you like school? (2) Do you play with older or younger children? (3) Do you like school? Tell me some of the reasons why or why not. (4) Do you like to share things with your friends? (5) What makes someone a good friend? Adrian responded as follows: (1) I play with Benji, a friend. (2) I play with younger children. (3) Yes, I like school because I have friends and toys. (4) I share with Kaleb. (5) Helicopters.

A second set of questions was asked pertaining to the development of _COGNITIVE_ growth. These questions went as follows: (1) What is your favorite subject in school and why? (2) Can you draw a map of your school or of your block? (3) Do you like to do school work in groups or by yourself? (4) Ask the student to recall a recent event or activity they performed. Adrian responsed as follows: (1) Legos. My friend, Shawn, plays with legos. (2) I can draw my home. (3) By myself. (4) Helicopters, cars, toys.

The next set of questions fell under the _EMOTIONAL_ category of development. They were as follows: (1) Name something that you are

good at. (2) Who do you enjoy playing with the most? (3) Can you show me something you have done in school of which you are proud? His responses were as follows: (1) Running police cars around. Put bad guys in jail. (2) Playing with Benjamin the most. (3) He did not respond to number three.

A final set of questions was asked of Adrian to answer to the best of his ability. These questions were oriented under the developmental category of _PHYSICAL_ development. They were as follows: (1) What do you do at recess? Do you play any sports? (2) What types of toys do you play with? (3) What do you eat for breakfast? What food do you eat at home? (4) Do you have any allergies? Asthma? (5) Do you take P.E. classes at school? What things do you do in P.E. class? Adrian responded as follows: (1) Baseball and basketball. (2) Cars and a bike that is blue, white, and black colored. (3) Cereal that was orange and green colored. I like milk, pizza, ice cream, and spaghetti. (4) I don't get sick. (5) Play soldiers and throw balls.

This concluded my interview with Adrian and my observation of a developmental discourse in action with a five year old boy. He did get restless at times during the interview and would get a toy out of the box and play with it while I was interviewing him. I surmised he was bored

with the questioning. However, he was enjoyable to work with anyway At the conclusion of my interview, I said good bye to Adrian and the time was 12:30 p.m.

The comprisings of this interview correspond to previous class discussions, lectures, and textbook assignments on childhood development in the pre-school and primary-grade years. It also comprised what to watch for when conducting this interview with a child that fits into one of the categories and venues of growth and development. Specific emphasis relating to this statement would consist of environmental awareness, genetics, cognitive, social-emotional, and physical growth.

The preceding assertion to child-age assessment and observations would coorelate with theoretical conclusions on the variance of child development from all aspects of maturation and development. Such well know theorists as Piaget and Hale-Benson would similarly, and yet adversely, assess their own conclusions to a relative case of child development as this one...my interview with Adrian. Piaget, having based his theoretical developments of the physical aspects of 'environment'

growth, would actively relate his summarizations to the idea that Adrian was intune to his environment when he got a box of toy cars from the room.

Carolyn Warrick
June 11, 2002
Child Dev 101
Chapter Reflection#3
Chapters 9 & 10

The textbook for the class on Child Development 101, titled EARLY CHILDHOOD DEVELOPMENT-A Multicultural Perspective, by the author Jeffrey Trawick-Smith, signifies four key imlements to promote with the identity of healthy early childhood development(infant/pre-school years) His two chapters on an infant or toddlers social and emotional growth as well as the physical and motor growth of elementary age children, highlights the significance of each attribute in personal and multicultural details to a finite point.

Smith's first of the two chapters promoting social and emotional growth in infants and toddlers identifies with some of the following characterisitcs throughout multiculturalism, euro-western versus ethnic raising patterns dealing with leaving your child in day care and how to resort to comforting the child upon the parents' return to daycare. The identity of an 'easy', 'difficult' or 'slow to warm up' baby and conflicting scenarios that project from these contingencies of genetic, environment, cultural and/or environm,ental conditions surrounding an infant's temperament and relationship with the parents.

The next chapter highlights the neccesary advancement in children with physical and motor growth. Again, the issuance of ethnic or culture identity ventures a playful and consistent factor throughout each source. Smith emmulates the importance of using physical and/or motor muscles for the obvious reasons of relieving tension, hyperactivity, boredom and for establishing positive peer interactions.

A result in intentful aggression will less likely occur from those experiences as is so stereotypically predicted from common accounts of wrestling or other forms of rough and tumble play. Instinctually, culture replays itself here as well. In places like Africa, Peurto-Rico, India, etc; games like throwing lemons at eachother, playing tag, etc; uses different muscles when running, throwing and more.

The same could be acknowledged with the multiple purposes and criteria neccesary to be creative in life, would stem from developing fine motor muscle development. Various forms of artworks-sculpting, painting and/or drawing, constructing, cutting, etc; result in educational neccesities for young children to acquire of their own ways and talents by an inducement of tasking and perfecting the uses of motor growth. The Reggio Emalia Perspective emphasises an intalian twist to fine motor uses as well as recognizing individual talents amongst children of the

Italian culture. This is done with the children sculpting art by the mechanics of wire, etc.

Interestingly, Smith has provided a unique and at the same time universal visual of how physical and motor development as well as social and emotional sustinenance emmulates an importance for all people in all cultures. And that the identity in child or infant behavior alone, does not only stem from this proceeding factor in terms of raising styles or ability, but also with the understanding that each child is unique unto itself.

Some children are more active than others, some children are more heavy in normal weight than others and some children may react more 'easy', 'difficult' or be more 'slow to warm up' than others because of individual needs, and tempermeant. These perspectives alone do not constitute as a revelation in scientific consultations. The act of commonsense and taking into account diverse culture perspectives as well as understanding your children, will be enough proof of information to see how diverse and yet assimilating the process of child rearing can "naturally" be for us all..

Media Violence

What do we think of when referencing the term, *Media Violence?* Surely television comes to the forefront immediately, but media violence can run the gamut from print media with its photographs of violence as well as violence portrayed in cartoons...through violence displayed in video games with action heroes and an arch-nemesis engaged in a duel to the death. CD's with *Hip Hop* music echoing violence against girls in the form of words associated with a rhythmic beat; video games with images of slice and dice and blast away are part of media violence; movies geared for children have forms of violence that are hurtful...even little Bambi's mother dying in a fire. Such images affect children deeply. DVD's and old videos also are violent-prone in certain circumstances. Punching, kicking, hitting, spitting, degrading words, killing, and intimidation are some forms of violence to mention.

Bronfenbrenner's Ecological Theory denotes the various processes within which children are affected by media violence. Are all children affected? Most likely but it may depend on whether parents have relinquished their role of active parenting as well as the culture involved. So lets take a look at the effects. The minds of children are like Play Doh—pliable and receptive to all types of additives. Such is dependent upon a timeline that affects an implantation. For example, children taking care of children where the television runs all day with violent-prone activity blasting away. [Imprinting is taking place like a copy machine.] Culture, too, plays a significant role. For example, children in Iraq, whether watching violence on television or in

person, have an indelible imprint forever and such remembrance, if following Bronfenbrenner's Theory, learned violent behavior will be used to solve problems of all kinds. No processing, no understanding, only experiences are the guide to development [if it can be called such].

So where is self-development that encompasses learning, reasoning, and knowledge? It is dependent upon Bronfenbrenner's Ecological Theory of interrelation of all parts to the whole. One part that does not develop within a timeframe of naturalness cannot develop without the assistance of other parts. Synapses misfiring at the wrong time, the breakage of dendrites, the malformation of mylenization, all contribute to misalignment of a necessary mandatory learning pattern that encompasses timeline frames to proper development. With skewed direction the importance of establishing self-esteem cannot be reached but remains undeveloped because of indelible violence.

Bronfenbrenner's Ecological Theory, so highly important for evaluation purposes, is akin to the way that American Indians view their circle of development (American Indian Studies). They realize, like Bronfenbrenner, that missing one valuable part of the whole upsets the balance of the individual. Such is the case with media violence.

performed a heinous crime of diabolical murder against individuals including movie starlet, Sharon Tate, in 1969. Written on the door was an inscription written in blood, PIG. Manson then picked two other followers to perform a killing the next night. The victims were the LaBianca's and they were randomly chosen. These crimes brought the boiling rage of Manson to the forefront. What brought Manson to this point in his life? An examination of the beginning of his life is needed to dig away into the making of this individual.

Manson was born in 1934 to a 16-year old teen who, it is said, drank and was promiscuous. The pregnancy was an accident and out-of-wedlock. His mother, Kathleen, was known to get into trouble frequently. Manson was unwanted and two years after his birth his mother asked for child support from the father, Colonel Maddox from Kentucky, but no assistance was received. She then married William Manson [a short while] who gave his last name to Charles. The marriage did not last.

Kathleen came from a very strict religious home where her mother ruled the house. She was a fanatic Bible thumper who believed that her way was the proper way to live and

High Risk - Continued:

behave. She frowned upon showing any affection or touching-- calling such as unhealthy and vile. She dominated her daughter, Charles' mother, Kathleen, to such a point that in her early life she wasn't allowed to attend a school dance because attendance was demanded at church. Charles was passed from one stern relative to another as his mother had fled to lead a life of wandering and drinking. As such, Charles, being tossed from one person to another, ended up in reform schools and boys homes and by the age of 9 he was involved in stealing and burglary and even stealing cars. He kept building his repertoire of crimes up to the culmination of Helter Skelter in 1969. Is it no wonder that Manson became this terrible killer? Let us examine "the self" of the circle to analyze "the why".

Self:

Bronfenbrenner's Ecological Theory comes to play in terms of Manson's "self". Obviously, there existed an extreme situation and the repercussions are going to be extreme. Manson's sensory receptors and perceptors did not develop along the norms such as that which is involved in beliefs and values, culture, friends, family, contextual learning, et al.

Self - continued:

The ecological environment was not conducive to any form of normative development. For example, Manson, not having a father figure with which to bond, didn't allow for any connectivity to a male figure. With his step-father, Charles Manson, he received the last name but since the marriage was short-lived [less than two years], bonding was aborted. Moving into his grandmother's home, which was abhorrently fanatically religious, and having been in a loosely structured [if at all] environment, he was not allowed to form individual thoughts, friendships, and confusion existed on morality from seeing none to viewing fanaticism. What was right and wrong?; what was moral/immoral? He was told what to do and was punished for not following a particular code of conduct. Absolute confusion for Charles.

We are not aware of the genetic factor; however, the geographical area appeared to be a "hollows" type of environment where Charles' home life lacked structure or had misguided structure. We don't know if Charles had good clothes, for example, that clearly affects his self-esteem which surely

laughed at or shunned within his peer group (person perception)?
His ability to assess quality of interpersonal relationships
with peers was impaired because of a lack of attachment skills.
Therefore, by lacking to internalize in a normative fashion his
perception of his external sensory environment resulted in a
misinterpretation of his objective environment.

High Risk - Jeremy

Jeremy was born to a mother who was 16 years of age. He was
placed into a facility to be adopted. He was unattached for 37
days after birth and there wasn't a stable bonding figure during
the critical first few months of his life. After being adopted
and reaching the age of 13, Jeremy could not trust his
environment or anyone within that environment. He wanted to have
control of himself and didn't want anyone to control him. The
adoptive father

High Risk - Jeremy

His adoptive mother alone together. Thus, he was abandoned again by a primary caregiver. Because Jeremy had a delinquency background, he was known to have stolen, to have lied, to become anti-authority, to not follow rules, claiming himself as a victim, and through that Jeremy would blame others for his problems. He had been accused of starting fires at schools and he was caught in the process of threatening to burn his house down while his family was asleep. An early detector of his instability was showing cruelty to the family cat, which ended up with medical care. What led up to Jeremy's therapy session with Dr. Klein was his background. Social Services assistance was not able to correct Jeremy's problems. The important thing was that Klein's method of helping was called _Rage Reduction Therapy_. This involved a complete regeneration of Jeremy's development cycle by bringing the _primary care form_ of therapy to the forefront that he needed in order to connect with attachment. This included a process of physical holding, confronting the patient face-to-face, little by little asking probing questions, and probing a response reaction sensory-wise from Jeremy when Dr. Klein poked his finger at the patient. This was needed to get a rage response. This was a delineation

revealing his past of who, what, and how was the source of the torment. Then came a transitioning phase in which trust was reached and finalized into becoming a resolution where Jeremy achieved inner peace. His resistance broken down was his last limitation which then empowered Jeremy to have self-recovery. Such strategy by Dr. Klein worked for Jeremy, but there are beginnings of resistance in older youth should this be tried. Methods of Dr. Klein involved follow-up with various sessions that helped solidify recovery. Later sessions involved teaching cause and effect; the rudiments of thinking; and understanding autonomy control in order to resolve issues. Jeremy did have a breakthrough in which he made a genuine attachment with his adoptive mother and progressed to making friends at school which was a first time for him.

"A Child Called It"

Dave Pelzer was referred to as "it" by his mother from ages four through twelve. The book displays a complete breakdown of interrelationships that are required for child development and displays the maltreatment heaped upon Dave and how he was ignored by many. It is a hard read.

Dave Pelzer's world changed around age four when his mother turned on him with hate. While it was later determined that she had a mental illness (schizophrenia) she treated her other children reasonably well. Her wrath, however, was directed at Dave. It is unknown why but with mental illness there may have been features that she responded to that made her react.

Dave was subjected to beatings, withholding of food, made to clean up, not provided food while feeding her family, choked, slapped, beaten, and verbally harassed beyond comprehension. The father lacked emotional strength to stop the mother. Extended family members were not supportive and social officials were neglect along with teachers throughout part of his youth. Bronfenbrenner's Theory will be examined referencing Dave Pelzer and this horrendous case of child abuse.

Three Examples of Abuse

1. <u>Page 84</u>: Dave had not eaten for three days. He was made to sit at the bottom of the stairs on his hands military style as if he were a prisoner, while the

eat. Maybe.

2. <u>Page 107</u>: Dave's mother had a favorite game of cleaning the bathroom. He was sent to clean the bathroom this time but she filled a bucket with Clorox and ammonia knowing that the combination was deadly. The mother had locked the door and the fumes rose up. Dave outwitted her to keep alive but he ended up vomiting blood in the garage for one hour after she let him out of the bathroom.

3. <u>Page 112</u>: Dave's mother called him into the bathroom where she filled it up with cold water, made him take his clothes off, get into the cold water, and submerge his head. He thrashed. She allowed him to keep his nostrils above the water. He stayed there for hours. She then came back hours later and made him put his clothes on when he was all wet. Then he was told to go outside and sit in the shade while the family ate. This was a routine.

<u>Positives and Negatives of the Various Eco-Systems for Dave</u>
<u>and Specific Examples to Support the Answer.</u>

<u>Positive Examples</u> of Ecological Theory: Dave

1. <u>Macrosystem: Cultural Context</u>
   a. Mother took Dave and family to Chinatown in San Francisco whereupon he learned about a different culture. Page 19 supports this answer.

2. <u>Exosystem: Socioeconomic Context</u>
   a. "Mrs. Pelzer, this is Officer Smith from Daly City Police Department. Your son David will not be coming home today. He will be in the custody of the San Mateo Juvenile Department." "Dave Pelzer, you're free". Page 13 and 14 support this answer.

3. <u>Mesosystem: Immediate Context</u>
   a. "Mr. Hansen opens the door, and I can see all the teachers on their lunch break staring at me. I'm so ashamed. '"They know", I tell myself"'_I turn down the hall. Mr. Ziegler is holding Miss Woods_she gives me a _hug_Mr. Ziegler shakes my hand". Page 11 and 12 support this answer.

4. <u>Microsystem: Immediate Context</u>

a. "…during those good years – the holidays… with Halloween…"mom hurried the three of us out of house to gaze at the Great Pumpkin in the sky"—"she told us to peek under our pillows where we found Matchbox race cars." See page 21 for support of the answer.

5. Person: Biological Context
   a. "Mother didn't always win. Once, during a week when I was not allowed to attend school, she squeezed the soap into my mouth and told me to clean the kitchen. She didn't know it, but I didn't swallow the soap—I would not allow myself to swallow—I smiled from ear to ear." See page 78 to support the answer.

Negative Examples of Ecological Theory: Dave

1. Macrosystem: Cultural Context
   a. "Mother threw me into her bedroom, yelling about a letter she had…

a. "The next day, while Father was at work, a lady from social services came to our house. Mom shooed me outside while she talked with the lady. Mom called me back into the house. The lady wanted to know if I was happy. "Well, tell her sweetheart" Mom treat me pretty good..alright, I just wanted to stop in to say hello". See page 124 through 126 to support the answer.

3. Mesosystem: Immediate Context

   a. Not only was Dave shunned at school and called names, he was "easy prey for school bullies, who beat me up at will." [School bully has always been in existence. The school was neglect in allowing bullying activities to persist.] See page 116 to support the answer.

4. Microsystem: Immediate Context

   a. "_Russell was only four or five years old at the time, he had become Mother's 'Little Nazi', watching my every move, making sure I didn't steal food. Sometimes he would make up tales for Mother so he could watch me get punishment". See page 85 to support the answer.

5. _Person: Biological Context_

   a. "I stood before Father, waiting for him to turn his page and see me. When he did, I stuttered, 'Father ..No..No..Mother stabbed me.' He didn't raise an eyebrow. 'Why', he asked. She told me If I didn't do the dishes on time..she would kill me." See page 89 to support the answer.

Summarize how each of the eco-systems failed to remove Dave from his abusive environment.

➤ Macrosystem – Cultural Context failed Dave through the lack of community follow-through in providing services to assist him and his family. It was the era of non-involvement in the 1970's.

➤ Exosystem – Socioeconomic Context failed Dave by not probing thoroughly the environmental home life concerning his physical condition and mental well-being. For example, the social services lady who asked questions in the presence of Dave's mother which would prompt lies from Dave as to the truth of his well-being.

➤ Mesosystem – Immediate Context failed Dave through the lack of follow-through with the school staff in bullying, obvious signs of torment, bruises, and where the principal

took the word of a mother over an obviously ill-taken care
of youth.

> Microsystem - Immediate Context failed Dave by way of a
non-responsive Father who was gutless and also he wanted to
get away from his wife. The extended family was non-
responsive as they maintained distance from the mother who
did not get along very well with her own mother.

> Person - Biological Context failed Dave as he had a
different personality from his brothers that prevented him
from responding like the brothers. There may have been a
similarity between the mother and brothers as opposed to
Dave.

Explain why we don't develop in isolation

We don't develop in isolation because we get affected by
various negative conditions that impact our developmental
health. Children are impacted by the interaction of the pieces
of the wheel that intertwines through contextual and system
interactions. Complexity is required to develop the whole person
through acquiring skills necessary to survive socially,
physically, and intellectually.

Dave Westerfield

Background:

In 2002, Danielle Van Dam was murdered. The suspect was Dave Westerfield, a millionaire engineer, self-employed inventor. The little girl was found four to five weeks after she was listed as missing. Westerfield lived two houses down from Danielle. One evening the mother was in a tavern and Westerfield happened to be in the same place. Westerfield left and went home whereupon he entered the Van Dam's home and abducted Danielle from her bedroom. She was taken to his motor home and raped four to five times, then killed, her teeth shoved down her throat and her sexual organs removed to prevent discovery. The body was placed in the desert where she was discovered. Characteristics of Westerfield are that he didn't have a good relationship with his mother, and that he had been married and divorced twice with two college age children. He lived alone in his large home two houses down from Danielle, and it was discovered he had pornography on his computer that showed girls around aged four being raped and they were screaming on the video.

Why did Westerfield do what he did?

We will use Skinner & Watson's Theory of S (stimulus) results in R (response) to show how the theory applies to Westerfield.

John Watson believed that the study of observable behavior was the proper way as opposed to theories of the unconscious mind. The school of psychological behaviorism originated with Watson in which is described physiological responses to stimuli. He influenced B. Skinner who innovated radical behaviorism and founded his own school of experimental research psychology. The culmination of Skinner's work was in verbal behavior. Radical behaviorism did not require a consensus of truth and instead

counted on individual events as thinking, perception, and emotion. A piece of Skinner's behavior analysis is that of reinforcement and over time. This surely would fit Dave Westerfield as we shall see. Continuous reinforcement is a constant delivery of action. Fixed variable reinforcement are that times are not set and can differ. And ratio reinforcement means that work has to be done so that there is reinforcement.

Inasmuch as Skinner was born in 1904 shows that such power of thinking, along with his mentor, Watson, would surely play into the Van Dam murder case. Each man had his own detractors because certain tests were assumed to be needed to prove theory. But such was disproved by Skinner. [Watson was born in 1878]. Skinner notes that there are issues with verbalization such as rate of response but he knew that energy, speed, repetition are needed but a limitation can be a single instance of noise. Many, many responses therefore, to Skinner, equals strength.

Dave Westerfield had a problem getting along with his mother. We don't know the reason, but she surely was a key figure in his development likely through cause and effect conditioning. The carrot approach then punishment in the form

of denial, corporal, invalidation [ignoring that you exist]. He learned the stimulus and response but in a rote and impersonal way much like a lab rat. Such would be verbal behavior. Such treatment by his mother would be reinforcement of behavior and learned behavior (Watson). Westerfield became preprogrammed through automatic or reflective stimuli associated with cause and effect (Skinner). Such S&R developed into watching child pornography of violent rapes of young girls over and over as they screamed. Uncontrolled rage enveloped Westerfield so that his preprogramming prompted him to act upon and kill his prey.

Danielle's mother was in a tavern whereupon the neighbor, Westerfield, was there also. A casual conversation with her divulged that Danielle was home asleep. The "hunter" left the tavern with his radar turned on. Surely he had plans in the back of his head should such a situation avail itself…and it did. He entered into the Van Dam house and abducted Danielle and took her to his motor home where she was raped multiple times. Since child pornography was part of Westerfield's life, the stimulus obtained from watching his videos with horrible verbalizations prompted him to his stimulus state. Hence, the continual rape of Van Dam like the video. He most likely entered a verbalization

to prompt stimulus with screams that brought response like the videos. There would be no rejection (Skinner) because the victim likely was taped, thus, there was a constant delivery of reinforcement (Skinner). Westerfield, with his prey, knew that he had to snuff out the life of Danielle, so he did. He left in his motor home the next day and placed her body in the desert_it is said under a tree. It was not buried. Westerfield shoved her teeth down her throat. Does this indicate panic? No, as he had a fetish about teeth which is called Odontophilia per the Google website. While fetish crosses into other theoretical territory, it surely belongs in Skinner's and Watson's behavioral category. Teeth were used as a reinforcement (most likely biting)to achieve the stimulus which gave a response.

Having done this heinous crime with no remorse, Westerfield ended up being the prime suspect. He thought by removing certain parts of her female anatomy that all DNA evidence would be eliminated. Such was not the case and Westerfield is now on death row.

What we have read is much about a perverted man who easily falls into Skinner and Watson's behavior theory. Learned

<u>**Westerfield - continued:**</u>

behavior in concert with his environment prompted Westerfield's
need for constant stimulus (videos) to the need for more and
more stimulus which resulted in the abduction of Danielle Van
Dam and her death with body disfiguration which would be the
ultimate power of stimulus and response. Chances are that since
this man engaged in such a heinous crime, his need for such
again would have prompted another killing. This man was
conditioned and programmed to such an extent that he needed
stimulus and response in his life in order to exist.

Carolyn Warrick
June 6, 2002
Child Development 101

What it all comes down to is the social adjustment of self-image.
A trying and complexing process of integrating the need for individual
growth and social sustenance of justifying the worth for self-image on
top of juxtiposing a valuable image of social integration of the self, and
peer and teacher relations. It is an embodiment of early and critical
assessing of social development. This podium of a healthy and normal
outlook for social development speaks from a position of learning,
diversity, education, childhood relations, adult interactions, peer
assessment of relationships, and primarily the importance of self-image
maintained throught the trials and tribulations of social growth and
development. At the beginning, learners on this "paved road" journey to
socialization (primary levels 1-3) are awaiting the art of mastering the
lesson of socialization.

A life lesson in mastering the art of socialization is one that will
carry a child through troubled times as well as successful times
throughout his life. Often is the case where harsh reality sets in when a
person is judged on his social skills as opposed to his academic and other

achievements. Even with quality work efforts, sometimes people are not able to break the social acceptance barrier to enter into the hierarchy because of non-social skill attainment. Being skilled socially is a priority coupled with the other achievements.

Intervention begins in the early primary years. Realistic reinforcement of rudimentary social skills is imperative. Gender, ethnicity, peer relations, friendships, etc., are all involved in this complexity.

Children in the primary years learn to care about their self-image from progressive and directive facets to their social development. This encompasses ego, self-esteem, relations with people. A critical factor to establish early skills with others is the development of self-esteem; development of self-worth (valued); development of rudimentary tasks which leads to feelings competence. This must be reinforced by important people within the child's life.

According to theorist, Erikson, industry and competent identities of self-worth will come into play in children at an early state in social development. This will occur through the accomplishment and pride projected with mastering real life skills in various social settings. Further beliefs are that peer establishment and attainment of

relationships with adults will be exhibited by children who have gained a better sense of their own self-worth and competence, and is not being noted for speculation (Early Childhood Development, Trawick-Smith, 2000, pp 422).

In contrast, a similar feeling of self can be actively taken to projecting social tendencies and inner beliefs from a child, in directing attention toward him on account of harboring inferior feelings of self. These negative views of oneself are transmitted to a coalition of peers and teachers. This peer neglect or rejection if often transferred to the teacher. Thus the self-esteem of the child is not enhanced by this authoritative figure.

Therefore, the introduction of social skill development is a critical piece of the puzzle necessary to benefit each child within any social setting. Feelings of inferiority can reign supremene in some children do to accumulated experiences of failure in relationships and tasks. Children can 'act out", behave in odd ways, seek solitude because of their internal feelings. They are aware of their status and internalizing their feelings compounds more feelings of inadequacies. Sports, whether group or individual, can play a significant role in development of self. Group recognition of the individual would be paramount to the

development of a healthy mindset. It is the idea of participation within the group that does help make a person feel worthy. Again, these developments should take place in the primary years to build self-worth at an early stage in life. No child should be left behind in any task.

Children can and do justify their beliefs of themselves as competent or not competent in measurement to their peers. This will influence social skill development amongst those peers (The World Book Encyclopedia, 1987).

One truly major social venue that is interrelated is that of gender. Gender affects a preliminary factor on how a child views himself in a sublet image of social pressures, expectations, and other roles. Primary grade children begin adapting their roles around societal norms and expectations. Social protocols are enacted. The media (movies and television), dominant cultures, traditonal standards, are a case in point in establishing gender-based parenting and/or educating styles (Katz and Kansnak, 1994 pp 435).

This understanding further clarifys my point relating the facts that a child's self-image and competence adheres to an inner belief that to be

identified. Therefore, an already order of biological and social identify has been set and "paved" in the child's mindset and actions according to physical ans social forms of play activities, toys, peers, etc. To think or act otherwise would be considered "incorrect" and socially unacceptable by peers and teachers alike.

Sandra Lipsitz Bem in her article, <u>Gender Schema Theory And It's Implications For Child Development: Raising Gender - Aschematic Children In A Schematic Society</u>, derived from chapter four of her book: <u>Who Am I? Identities</u>, entails a general everyday experience of genderism, stereotypically viewed or verbalized in the following example of an adult-child scenario where gender-specific comments can be directed guiltily on children. Bem specifically highligts this situation under he analytical category of research and knowledge known as <u>Gender-Schematic Processing.</u> Bem emphasizes in her scenario that typical adult behavior in gesturing or telling children how they look or how smart they are, or for that matter comments on athletic ability tend to assimilate to gender-typing positions. For example, adults will comment on the attractiveness of a young girl; remark about how a boy throws a baseball. They do not comment on a girl's strength or a boy's looks. American society, however, still emphasizes the factors of a girl's

beauty versus a boy's prowess at athletics (or some form of strength). The media heavily promotes this idea.

A child's self-image learns to adjust to a conformed mindset with the pragmatic gender-social expectations and actively reinforces these lessons in personality, mannerisms, forms of play, dress styles, hair styles, etc. Again, the media has influence.

Far too often in childhood friendships peers interact with those like themselves. Ethnic groups stay with like ethnic groups for comfortability. Boys stay with boys. Girls stay with girls. Sometimes racial stigmatism is partially at fault; cultural traditons are part of it; societal expectations are also part of the interaction. Far too often this is the norm, and social interaction in the early years is critical for the development of a positive and forward thinking society. Past grievances and past mistakes by certain factions are often passed from one generation to another thus inhibiting the cohesivness of people. These mistakes and grievances should be placed on the back burner so that tension can be relieved, social familarity proceeds, and feelings for each other as human beings takes precedence (Trawick-Smith, 2000).

As Jim Greeman relates in his article, ("<u>Living In The Real World-Diversity And Conflict: The Whole World Will</u> Never Sing In Perfect

amongst peers and enhanced with better education. A case in point would be that of a boy doing a water experiment with a gerbil. He was not understanding the scenario. The teacher was asked by the young boy if gerbils can swim and can gerbils fly? The young boy was trying to do such. The teacher replied, "If you do that I'll tell your grandfather". This was, of course, where the teacher exercised negative authority.

Interestingly enough, I felt the same way at first because I didn't feel it was the teacher's place to justify her authoritarian self espousing educational policies of authoritative nature. The child was from Chinatown and the teacher should have comprehended the fact that his words should have been responded to by educating not admonishing him for asking questions pertaining to the gerbil. The teacher would have gained a better insight into the child's mind by better fact-finding. The potential of each child should be developed and perhaps this child was thinking in a different vein...creative thinking, perhaps.

Children often undergo the harsh realities of peer remarks such as, "we don't like you", "I don't want you for my friend", "go away". Because of peer selectivity, some children often are neglected as if they don't

social ... reported by peers. Experience that can have an effect on future social situations of reluctance to engage interactions. Social communication suffers, schooling suffers, teacher acceptance suffers, all learning skills will eventually suffer. Educators must be aware of "standout" situations that should warrant some intervention. Teacher attention toward the more socially inept children, to bring out the best within the child, is of extreme importance. They can mentor a student, find students who care and are willing to help, talk with parents, or seeking counseling for a student. Early intervention at the earliest levels is very important for positive self-development. Teacher relationships and the joining of peer groups together within the classroom aids the teacher in classroom interaction situations (Trawick-Smith, 2000). A build up of the self-image will more steadily occur in segments of personal and social stages with the intervening aids of educators, peers, parents and self-efforts. Social alienation will cease.

The art of socialization is never easy. All too often many people experience the pain and anxiety in life from not having the proper skills. Imagine having to assess your self worth, self-esteem, your peer relationships and social expectations of social acceptance. It can be extraordinarily debilitating. Adults have acclimated to their social

expectations, a child has not. A child entering through the doors of life with peer rejection, social neglection, isolation, no siblings, no friendships, has a mighty hurdle to overcome. That is why the process to integrate social skills into all children will help pave the road smooth for future social interactions into the adult life. No matter what gender, what ethnicity, social status, educational ability, ...none must be excluded from obtaining the one skill essential for enhancement of self, that of obtaining social interaction skills. The adverse effects can be devastating. While social growth and maturation are complex, social skills geared for the emotional age of a child is mandatory for personal growth and attainment of peer relationships. No child should be left out.

"How Might Schools Better Serve Those Who Do Not Learn to Read"

"This is a propitious time for collaboration because education and human services face common challenges as they try to help the same people and respond to the same problems". Dryfoos (1994) so noted.

The above statement reflects upon the process currently within special education at the public school system level. Collaboration is the key word, and it is collaboration that has held back the potential of special education operating with the public school system. Collaboration correlates the needed bonding of three components: 1) student-teacher relationship; 2) student-peer relationship; 3) teacher-community service relationship. Unfortunately, collaboration is still in the embryonic stage. There are indicators of conflict within the community service relationship on how best to provide all-around, meaningful, and productive learning for students, especially those within the special education environment. The aforementioned have an alarming need. Those with the learning disability often referred to as dyslexia, frequently fall between the cracks. Without knowing how to read, further learning is all but stunted. There is a critical need for a proper education environment for those with this disorder. Often the level of detecting such students becomes a nonfactor. With this disability sometimes there is social ostracism, changes in behavior, reduced self-esteem, and other psychological factors that manifest itself in a myriad of ways. This is where collaboration is vital. Community services in collaboration with school systems are essential to servicing those with special needs.

The creation of such a system must not have "holes in the seam" as it does now. That is, various sub-sections operate separately instead of together to provide comprehensive structure. Curriculum matters are dealt with by the student-teacher approach; behavioral, social, psychological matters are dealt with at a social worker approach. Thus, with such a tight-laced procedure, students at various levels have a probable chance of having intervention by a school psychologist.

A conflict in collaboration can arise if the team members [illegible] and contradictions in implementation [illegible] in approach in solving problems. There is rarely [illegible] with a set of pre-[illegible] solutions agreed upon in advance. Although each situation would be different, problems can be solved by following the rules. This would eliminate any personalization or preconceived idea. Of course, conflicts in design, collaboration, methods, allocation of time, can affect a collaboration. Misinterpretation can also cause [illegible] The best solution is to have the pro and con of each technique as part of a collaborative effort. "The hope that solutions not compromised to [illegible] should be the [illegible] effect that [illegible] this can happen", Nelsen and Loff and Gunn (1993).

One method currently used is the [illegible] or non-reduction by the teacher to a pupil's emotions either physically or verbally. The intent is for honest and constructive feedback. This would imply that the tone of voice, [illegible] and appearance would be considered part of the package of constructive criticism. This seems to suggest that as long as the words are there or the actions of the teacher were delivered humanely by majority consensus, "...anything else precipitating the affect of the message sent is not to be considered equally...in professionalism standards of morality and collaborative bonding", Karns (1994).

I don't agree. I consider the tone sets the initial outset of the collaborative effort. Without the proper foundation, all else fails. Reciprocity is null and void. Bonding does not take place. Learning fails. Those that have a reading disability are sensitive to criticism and any form of rejection. The correct approach of tone is essential.

The peer atmosphere is an often neglected or over-looked. Peers assume that the reading disability student lacks cognitive abilities. The teacher should instill in the students that there are several ways that people learn.

It is approached by setting aside a neutral area and applying role playing to various issues. This is a collaborative effort between student and teacher. Additional efforts are applied to discuss reading problems associated with letter mix-up; reading backwards; reading slowly; word comprehension, and so forth. It is imperative for teacher recognition and support of the student at all times. The student's peers are brought into the collaboration with their show of tolerance and more understanding.

Of course, this does not come without constraints. There are conflicting views within the public school system. For example, does team teaching help? Are class meetings valuable? It appears there are sectional areas within the country that are at odds and this would be understandable because of different needs and adjustments. "Just because I have a learning disability doesn't mean I'm stupid. It just means I learn differently", Claton and Morris (1999). The justification of this statement is self-evident. The collaborative effort allows for the delving into more specifics. One could conclude that the idea that a team meeting be designed around an organized focus. This would be to ensure that valued concepts are consistent with the needs of a reading disabled student. Aggresively pursuing concepts and appropriate academic curricula with passion would establish a guidance model. The team meeting idea has been designed to refute the traditional method (non-method) and raise the consciousness level that a forward thinking and collaborative environment is a good solution to a difficult problem. The correlation of behavior, curriculum modification, teacher support reverberates off of the public school system and transfers into the community with acceptable social behavior and productivity.

"This is our learning environment, and together we are responsible for making it work", Nelsen and Lott and Glenn (1993). This phrase is perfectly clear. The team meeting approach should be utilized by all to improve the learning environment. This collaborative effort within the public school system would set a precedent.

The learning environment for a reading dyslexic would include assignments attuned to their individual comprehension level as well as reading pace level. The teacher would incorporate a specific style appropriate for the reading disabled student. Those also would include peer socialization, specific activities, group assignments, for a fundamental approach. When the student has his basic needs met with a collaborative approach coupled with traditionalism, the course becomes more clear. If this method is not maintained, a relapse will occur. The student will then fall by the wayside and get lost within the system because of non-continuity. The collaborative system must be in place in order to catch any remissions that arise from lack of proper operation.

This point of view is based upon scenarios where the school system doesn't always have the same level of interest with community-social services on how best to deal with school-related matters. Public schools go with conventional methods while bringing in outside agencies to handle the social and psychological needs of the students. The beginning question of how to get non-readers to read cannot be answered easily. A quick fix is not the answer. Early detection is the answer. The academic discipline of correct analysis will set the stage. Students exhibiting behavior not conducive to a good learning, can produce disharmony in the normal learning environment. Disastrous consequences can occur with parental child abuse of a learning disabled person, child abandonment, family pressure resulting in divorce, all of which contribute additional problems. Children with dyslexia under trying circumstances provide an uphill set of challenges, and the schools must meet these challenges with a collaborative effort. Like it or not, schools and the community services are bound together in a joint effort with symbiotic and non-symbiotic issues.

The collaborative effort now being established is reflected in TEAM MEETINGS OR CLASS TEAM MEETINGS. However, it appears basically in the classroom environment. It does appear to be successful in handling teacher-student conflicts. It has proved successful in academic or ethical problems as well.

Peer rejection can manifest itself in several ways, the least of which is known as *Columbine*. Self-esteem is boosted by peer understanding of the disability. Yes, students are meshed within their own thoughts; however, curriculum can involve the learning of various common difficulties that affect students throughout the United States.

There are those that are against modernizing efforts. The idea of drifting away from tradition is abhorrent to many. But the wave of the future cannot be held back. New methods of learning are being discovered frequently and is an on-going research subject. Standardized tests will be modified to incorporate the different ways that people comprehend and read material; the way they take tests; the layout of tests. Success will be achieved by the student with beforehand recognition of the disability. On-going collaboration with team teaching or student and teacher collaboration is essential. Of couse, teacher feedback to the parent showing progress of the child is paramount. We must keep legislation intact as there are those in state government, and particularly at the federal level, who do not wish to fund special education efforts. It will take a vigilant society and school system to maintain funding and laws pertaining to special education.

After all, special education is how we, as a responsible society, take care of our citizens with a different approach to learning.

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Special Education 125
October 11, 2000
Carolyn Warrick

Special Ed vs. Standard English Education: Multicultural/Bilingual

I found Deborah Deutsch Smith's eye-opening chapter on multicultural and bilingual special education to be extremely articulate, controversial, and a rude awakening for people who devote their lives toward helping people with disabilities.

Even though Ms. Smith is speaking from her own perspective, she has supplied some valid points of interest which help to justify her position on the misunderstood and misplacement circumstances of children with multicultural/ bilingual backgrounds learning English as a second language.

Ms. Smith continually points out the confusion, ignorance, and stereotyped thoughts that exist referencing the attitude of the American public school system towards the children whose first language is NOT English. This incorporates an attitude against those who are deficient in the building blocks of grammar.

Variables involved include the language factor and lack of comprehension of the English venacular. This often shows up in paperwork, class participation, communication (social/emotional), general academic skills...and the latter is classified as a disability. Most often the children are not given the proper assessment that would enable the teachers to manage, and quite frankly, truly understand the student. An enhancement for both student and teacher would be a

leveling factor such as a computer which would translate the childs native language so both could understand.

As a result, foreign students receive ESL and Special Education at longer intervals and at greater consistencies. They are over-represented in areas concerning the misappropriation of dialect (non-normative pronunciations of words), Ebonics (a rule-governed for a certain culture), and a general order for verbal/non-verbal English skills.

African-American children are at a higher risk for being labeled individuals with disabilities simply because they are regarded as being troublemakers, dropouts with poor English skills. They are placed into Special Ed with mentally retarded students. Often they have a learning disability or just need one on one time with teacher/tutor. American Indian at 7.3% have a higher placement rate compared to Whites at 5.7%; Hispanics at 5.7% vs. Asian counterparts at 2.0%

Misplacements, misunderstandings, and being misdiagnosed should never be the ultimate reason to determine a child's place into Education and society. More interventions, more knowledge on cultural/bilingual diversities is needed for American teachers and students of diverse backgrounds to properly connect. If not, this lopsided situation will continue to the detriment of ALL concerned.

Carolyn Warrick
October 27, 2000
Education 125

Highland Terrace Elementary: Quality Special Education

I was elated to interview a special education teacher and observe her students. The school I chose to acquaint myself with was Highland Terrace Elementary School, located across the main street from Shoreline Community College. Having previously talked to the principal over the phone for permission to observe the students and question the educators, I gathered sense of curiosity and positiveness toward my adventure.

The two special educators and an assistant were friendly towards me and all were at ease. The first and only teacher I interviewed was eager to share her teaching experiences and diverse/team-oriented practices with me.

I targeted my questions to main issued concerning the effectiveness of that teacher's learning strategies on her class, her self-attainments, cooperative skills with various sources of team professionals, creativity and familial yet individual instruction as proof of creditability to her profession. External factors were compliance with the teaching techniques involving the kids and their disabilities.

She was moderately informative on the following questions:

(1) How many special education instructors are available for learning needs and assistance to kids with disabilities?

(A) There are two full-time special educators; 37 IEP personnel; 0.5 inclusion-high impact caretakers (mostly non-IEP students); 0.5 LAP teachers (Learning Assistance Program) for mild to high needs instruction.

(2) Do you, as a qualified professional, feel you meet the standards necessary in helping each student achieve their best individually?

(A) Yes, through the involvement of IEP goals, appropriate basis of intervention and teaching strategies (written plan).

(3) Do they go the extra mile to create advanced learning skills for the kids tadapt and follow equally yet individually in a familial environment?

(A) Yes, through individual objectives and strategies based on diverse learning styles.

(4) Do you feel your technique/approach for teaching centrally, yet diversely, is having an effect on your students? If so, how, why, proof of assurance?

(A) Yes, through direct instruction appropriate to age level, practice gained by kids, proper placements of assessment testing, challenging activities in various settings. Standard testing is a key factor when appropriate, progress reports on students daily, yearly participation or not in academic/social settings. (Reports focus on data collected, mistakes or errors on assignments, testing, etc.)

(5) If your teaching technique is effective in the resource room, do you feel the same procedure for the students could be applied in the general education setting? If so, how and through what methods?

(A) Yes, by way of cooperative grouping, managed behavior, task analysis, behavior modification, clear expectations, a visual system in many aspects for kids and teachers to work together.

(6) Does the school follow the full-inclusion policy? If so, how?

(A) Yes, sometimes. Although the pretext of the full-inclusion definition for individuals does not always subscribe with the general education environment, but what level is best for academic and social achievement.

(7) How often do kids with disabilities spend their time in a general education environment?

(A) The majority of the day is spent in the general education classroom. Since the acquirement of full-inclusion in all level so public education, school districts under the IEP program have allowed schools to place special facilities at hand in the general education classrooms. This was to make teaching and learning for both the teacher and regular/special ed kids easier and functional.

(8) Does the school provide facilitated access for special kids? If so, what, where and at appropriate regulation consistencies?

(A) Yes, handicapped bathrooms, access ramps, shower stalls, washing machines, sensory equipment (medicine balls, etc.) soft music, low light, computer programs, and note takers. The teacher assured me that all facilities were at regulation height/levels and within normal range among regular kids.

(9) Do the school staff, professionals, teacher aids, and parents come together and work

cooperatively as a team concerning the needs and circumstances of all kids with diverse disabilities? If so, what is the proof?

(A) Yes, through a strong, student team and special educators. They work together when a teacher brings a dilemma concerning a childs needs to the group. The staff comes up with a plan of action/intervention/test scores. Parents are informed and contribute actively and equally with the group. Over a monthly or yearly basis teachers report to the group the plan's progress in case change becomes a factor. (Note: kids with ADD under a health-impaired consent form automatically get special education services.)

(10) Depending on a kids individual circumstances due to factors as disability-type, culture/bilingual factor, race, economic class, etc., is there an over-representation or under-representation of kids with these particularities wrongly placed in special education?

(A) No for the most part. Culture, race and bilingualism were not a factor since Highland Terrace Elementary was primarily Caucasian. The few ethnically diverse kids in the school were not placed under such discrepancies in special education. Kids in low working-class homes were over-represented in special education services.

(11) By applying a common teaching practice to special students for all to learn and comprehend...has this method ever been applied in groups? If so, what was the group method and it's effectiveness?

(A) Yes, effective. The kids have demonstrated improved reading and writing skills. Tactics such a phonological awareness (example, Lindamoodbell) decoding, breaking words into parts for letter grouping and sound connection with placement...a process known as Syntax with all applied.

(12) What are the diverse forms of disabilities identified in your classroom? Any stemmed from a single infliction or intermixed with other disabilities?

(A) Most of the kids in this class are 70% with LD (learning disabilities); 25% have OHD (other health impaired); 5% in a small category with mental disorders bordering from mild to severe.

Briefly, I feel this special education teacher has answered all the questions put forth to the best of her ability, and has proved her creditability to her profession with the rest of the staff, professionals, and parents. She demonstrated her efforts, determination, and

knowledge in helping kids with disabilities learn to achieve and maintain self-worth and self-achievement.

I took the time to observe the classroom activities and learning environment within a two hour period. Here is what I observed:

I was introduced to the kids as they were sitting in their seats ready to be instructed. There were more boys than girls present. This does not necessarily suggest that boys more often than girls are put into special education. Their names were Matt, Chloe, Nate, Kelsey, Julian, and Nick.

The agenda was to test their reading and letter sounding abilities in association with spelling, word placement, and listening to particular instructions from the teacher in a time-tested fashion. The kids began with a story titled, RONS SOCKS. They were instructed to count down the lines in a paragraph where the next student would begin reading. Then underline the beginning word which was 'if'. Each student took their turn reading out loud in the group. In general, the pace was slow to moderate. In reference to the words themselves, I did not detect any significant reading problem These kids seemed to have a mild problem with sound and word connections if the word was not recognizable to them or the letter sound itself.

A girl named Kelsey tended to pause often when reading. She took a slower time when reading out loud. The teacher had Kelsey repeat a few words that she had trouble responding to. I felt she still did a good job because she put her effort into her reading. Another girl, Chloe, read aloud and stopped at the next 'if' as was instructed of her. She made one mistake in her reading, but I felt she was a fluent and avid reader.

A boy named Matt made two mistakes in his reading aloud and was a slower reader. He was trying to prevent any mistakes occurring by reading slowly. He still did well for his efforts.

At the end of the story, the teacher was testing their understanding of RONS SOCKS through the process of comprehension. She would ask them to repeat some key elements in the story or mention important items that helped to build the story's plot. An example was when she asked the kids why Ron's sister has shells in her socks, and the kids would respond. One said Ron's sister put on Ron's socks to wear and the shells were previously

stored inside them. This method triggers creative thinking and cognitive awareness for mental stimulation.

The next task at hand was for the kids to write words based on their sound alone. The teacher then asked how the kids did. Kelsey wrote down the letter "R" for the 'er' sound. She was wrong but this was how she interpreted the connection. The next task was where the kids had to write the words the way the teacher said them. Kelsey got the word 'broom' correctly, but a boy named Julian forgot the second 'o' in the word.

When this lesson was over, the kids were asked to put their reading and writing assignments away in their binders. I noticed that most of the binders had organized sections for certain subjects. [This learning tool for class instruction and self-organization is a must with kids in special education] The teacher gave out a couple of excellent effort awards to some. Chloe was pleased to receive hers. [Praise and awards are also necessary for self-worth and continuance of academic achievement] The kids also pronounced, spelled, repeated, and wrote words that the teacher gave them. (This is for self-emphasis on word and sound connections)

The room presented an organized and functional atmosphere. The chalkboard had better and vowel sounding charts attached. There was excellent usage of word association and chunking for mnemonics and/or phonological-phonemic awareness. Big and easy to see posters or words, numbers, class rules, and directives in various colors hung on the wall. Shelves designated for class assignments, instruction books, learning tools were in the room and access was easily obtained. I noticed a closet rack for the kids to put their personal belongings. An exercise bike, playroom with bouncy ball, a sink to wash hands, two teachers desks, a computer, etc. were in the room, and a birthday chart hung on the wall displaying the birthdays of each student. (This was good for their self-esteem)

Having studied the classroom environment carefully, I have the confidence to safely say that this special education room satisfactorily met the required IEP standards. I believe the same applies to the classroom instruction as well. Based on teaching methods conducted and their effects on the kids performance and participation at hand, I believe Highland Terrace Elementary's special education learning environment is appropriate and beneficial for all kids with disabilities.

I enjoyed my visit to Highland Terrace Elementary School. I found the school's special education system to be acceptable, supportive, innovative, creative, knowledgeable, helpful, and most of all, team-oriented through the staff and parents alike. This is an important quality for maintenance of high achievement and self-worth by kids with disabilities. Teachers must also be commended for their patience, support, teaching strategies, understanding of individual needs and the classroom environment which has become a haven for successful learning with kids who have disabilities.

Carolyn Warrick
November 9, 2000
Special Education 125

Gifted Education:A Complex Issue

The chapter on Gifted and talented students was appealing to me. I gained insight and knowledge in the depths of controversies and discrepancies applied by opposing points of view as to the importance of Gifted education in general education curriculums.

Opposition towards Gifted education supplied the following to why Gifted and talented applied curriculums hinder and prevail negatively within certain subgroups of individuals in American mainstreams of society. Such factors include: standardized tests in a singular, dominant cultured format-which someone of another culture might not relate to and unjustly mask their true potential of their gift or talent. Second kids with disabilities are overrepresented in special education services and are underrepresented in gifted education services-which is a violation of their individual rights and does not constitute a free and appropriate environment.Catagorized as "twice exceptional students."

Gifted females presented an exploited issue as to it's place in Gifted education. Various issues at hand in relation to this topic concern:female equality and acceptance of talent and/or gift in an

equivalant manner to a male gifted student, the problems addressed, ideas and approaches for appropriate curriculum-based instruction for females to develop their gifted abilities into talents,etc.

Educational procedures, approaches and activities instructed and adopted into the basis of Gifted education for all people involves three methods:1)enrichment, 2)acceleration and 3)eclectic. Within these three founding approaches to curriculum production and achievement for kids with more profound abilities in academics, leadership skills and other abilities-sets the standard for motivation, development and acceptance of their skills.

This can be achieved through the following areas: Independant study, differential curriculum based instruction for individual learning rates, interdisciplinary instruction-wide arrays of learning methods, devices for Gifted acceleration

NUMERALS

1. NUMERALS ARE THE CHARACTERS OF 0,1,2,3,4,5,6,7,8,9.

2. NUMBERS ARE THE COMBINATION OF THE NUMERALS THAT WE REFER TO AS NUMBERS.

3. THE ARABS, PERHAPS PHOENECIANS, DEVISED THE GEOMETRIC EXPRESSIVE SYSTEM OF NUMERALS FROM ANGLES. TODAY, THE ANGLES HAVE BEEN REFINED WITH ROUNDNESS.

4. IF WE WATCH YOUNG CHILDREN DRAW, THEY WILL START WITH A STRAIGHT LINE AND THEN VARY THAT LINE WITH ZIG ZAGS.

5. AS TEACHERS WE HAVE AN OPPORTUNITY TO USE THE WORD "ANGLE" WHEN VIEWING CHILDRENS' WORK.

6. WE CAN USE "ANGLE" IN ART, LETTERING, AND OTHER FORMS OF EDUCATION AND THE STUDENT WILL PICK UP THE LOGIC FROM EACH SCENARIO

Journal Entry

January 4, 2011:
Introductions; explanations; syllabus.

January 6, 2011:
Discussing Vygotsky and his view on developing and educating children. And, Piaget and his view of cognitive growth and mental processing. Piaget as follows in his categorization:

- ✓ Piaget: sensory motor thought processing from 0 to 3.
- ✓ Piaget: age 3 to 6 is pre-operational where children put beginning reasoning with function in forms of play and literacy learning.

Children as a group and individually go through levels of cognitive development and the application of the cognitive development from age 0 to 6 and behond. With their daily comprehension of literate activities, symbolic measurement is shown in the Zone of Proximal Development. Such an assessment is a valuable resource and tool.

The child's ability to relate to mathematical concepts and how to interpret the language of math is encouraged and developed through the social setting of a classroom. The classroom allows for the scaffolding of concepts, allows for reinforcement of terms and variables, logic, and reasoning. (Scaffolding in math is critical in my view.)

Games were introduced on Thursday, January 6. Games, in my opinion, provide the visual learner a great opportunity to see concepts in action. Here were the three games tried:

pieces played by opposing players. One player uses one pile of color; the other a different pile of color. One player uses color piles to build angles upon each other but only where the corner of one piece meets the corner of the next piece for the next color pile. The pieces on the board played build vertical or diagonal lines for each player's pile.

The tricky part is where the vertical and diagonal pieces of each player eventually meet on the board. The color pieces are allowed to intersect as red with yellow but each player's own piece still has to have their playing piece be in a position that is featured at the corner of their previous playing piece. Eventually players run out of space and cannot continue. Game utilizes strategy, angles, logic, shapes, etc.

SET is a game using cards with various patterns. It is played to solve various correlations. This game uses reasoning, logic, strategy to implement play activity.

QUESTIONS I HAD: None at this time.

HOW MIGHT I USE THIS WITH CHILDREN?:

I would assess a child's attention span, retention span and his/her literacy and communication by observation. Note taking done. I would converse in a circular fashion to find each child's comfort zone in mathematics. Upon reaching that point I would approach that child through his mathmatical comfort zone (zone of learning concepts) and start the building of concepts using various methods that children are receptive to. The best thing to do is constantly encourage over and over and reinforce confidence because each step is progress for a child. A slow child may all of a suddent see the light and zoom ahead because of scaffolding and reinforcement and encouragement.

Warrick, Carolyn

Education 118
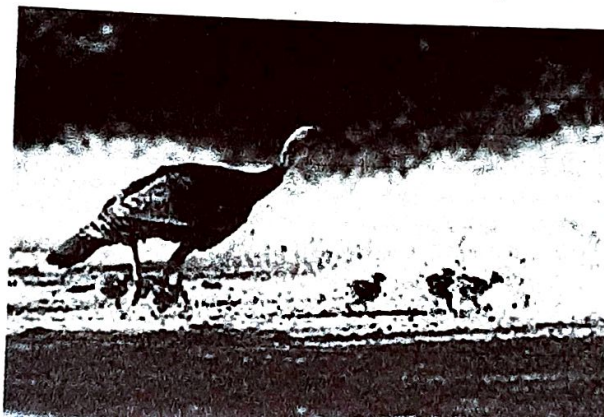
January 18, 2011

CLINICAL LOG I and II

How many white eggs in the nest?

How many green eggs in the nest?

How many eggs are there altogether?

Warrick, Carolyn

Education 118

January 18, 2011

<u>Portfolio</u>

Topic: Expression of Math Formulas

<u>Summary of Main Concepts:</u>

We learned how to view math concepts as it relates to applied physical or hands-on component of communication within our daily lives and daily functions. Examples are how to measure fabric for draperies; how to measure for ceiling tile; how many <u>square</u> inches in a foot, square feet in a mile, how to measure on a map, observing highway mileage signs and what to look for.

We learned how to correlate the sides of a square made of angles (geometry) with two sides of equal length and two sides in equal width; how to measure the total space of a square multiplying length times width. One counts up the row at one angle and multiplies by the first column of the other angle and it provides the total square inches. This can be viewed abstractly where each small square made up of four sides that fit together like a puzzle that then shapes into one large square.

We diagrammed how to translate number amounts in percent to fracture from a number line with numerals zero and one at opposing sides—fitting percent amounts where they are measured between zero and one in compatibility. We drew three measured lines showing three ways to represent: .50/50%/1/2 or .69/69%/9/13 to show how each component relays the same communication. Calculator emphasized.

Questions I had: none at this time.

How I might use this information working with kids:

Such information would be used in daily activities in order to build upon each concept by repeating, repeating, and repeating until it comes quickly and automatically and is understood by the kids. This can easily be worked in with any subject from art to science. Kids must have explained to them that math is in everything we do everyday whether we use measuring cups for cooking, whether we count the number of nails we need to nail a board, or whether planting crops by counting the seeds to be planted.

I would teach kids or go over with them the various parts of money and what makes up a nickel, dime, quarter, dollar, and how many dimes are in a dollar and the whys of counting.

If the class has ceiling squares we can all look up to the ceiling and count off so many squares.

I would have the kids each take a look at the classroom, come back to their desks, and write down what they see as math within the room. Each kid can verbally tell what he saw. We would discuss.

We could run around a track and use a stop watch for each. Then run again and find the difference on each run.

We could plant colored tulip bulbs in the Fall...one for each child with keeping track of each color and the total planted. We would mark on a chart the child's name, bulb color, and date/color when it blooms. We could keep track of how many bloomed, how many didn't, which colors bloomed more, which colors didn't and make up math games with the tulip bulbs using nature.

Paint color chips could be picked up at a paint store and used in math games.

Cutting up different newspaper photos into triangles and having the kids take their cut up triangles and separate each triangle by an inch on each side to put the photo back together to make a unique piece (Picasso) or to place a hand or foot in a different place in a collage to arrive at something unique (Picasso).

Numbered paint chips on the back can be placed in a collage according to number to see what color combinations are arrived at.

Percentages can be derived on bulb color, collage colors, number blooming and much more. The point is to show that we use math every single day and when we look at the clock to see what time it is to go home, we are looking at numerals.

Warrick, Carolyn

Edu 118

January 24, 2011

Journal Entry

Topic: UNIFIX Counting

Summary of Math Concepts

We played a tactical math game using UNIFIX cubes. The cubes were used to add and process value placement by categorizing the cubes. The plastic cubes have their own stack color, (one stack is green, one blue, one red, etc.) and the cubes are stacked in one direction. Cubes come in either square or block-shape.

In our Edu 118 group we devised a way to categorize and count a specific amount in rows and we called this *Banana Banana Fish (BBF)*. The next amount to be worth in *Banana Fish (BF)*; and the third amount to be worth in units.

For example: One stack equals 5 cubes together and that = a BBF; the next stack of less than 5 cubes = a BF; a subsequent stack of cubes would be in a unit be called BF. When a BF stack has more cubes and builds to 5 we then call it a BBF. We start over by using BF category and unit category. There could be 1 or 2 cubes to be equal to BF and a zero or 1 cube unit. It follows in sequence and presents itself as a numerical counting process.

The game can be played in various arranged patterns using coordinated colors; mixed colors; and other combinations.

Questions I have: None at this time.

How Might I Use This Working With Kids?
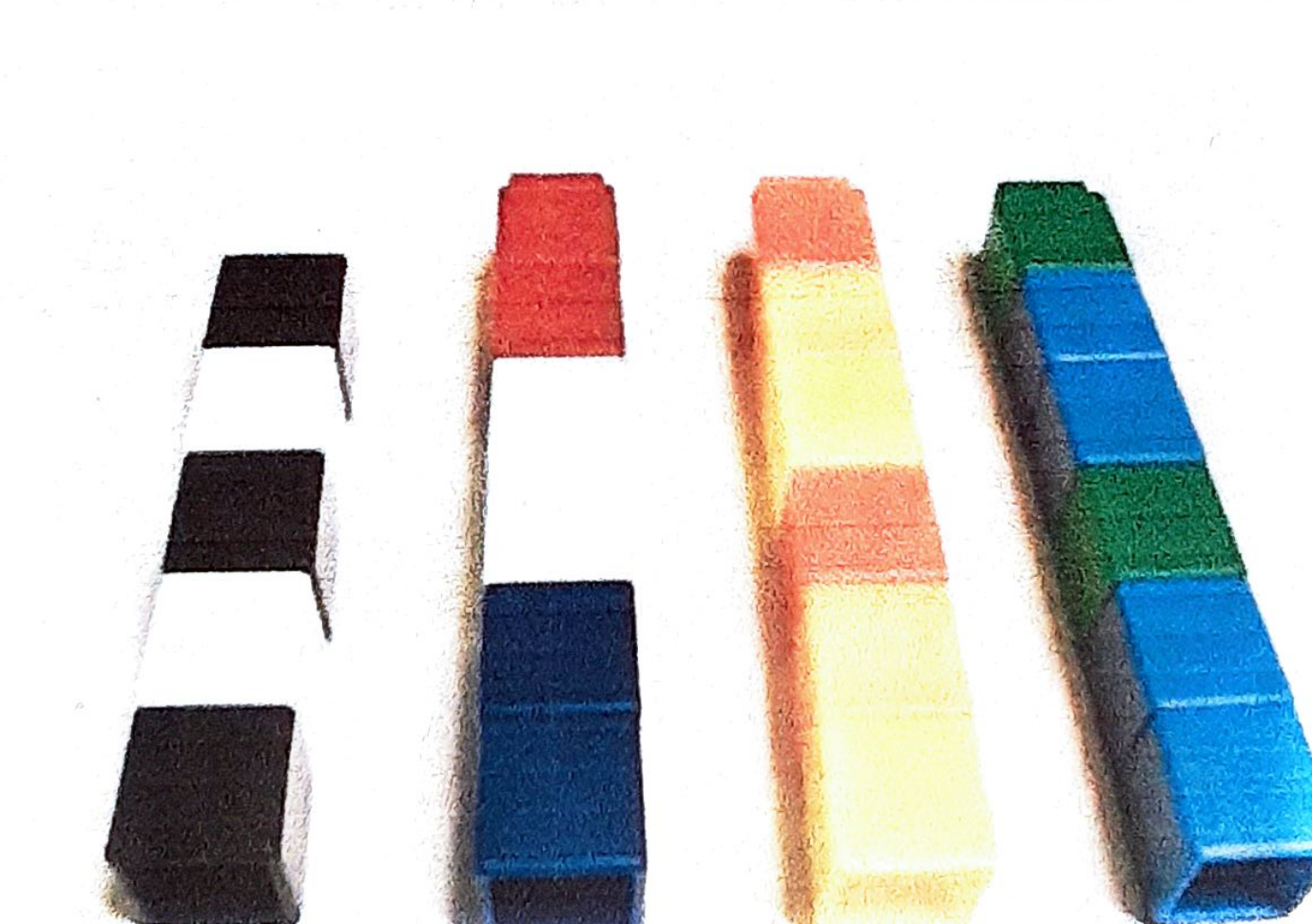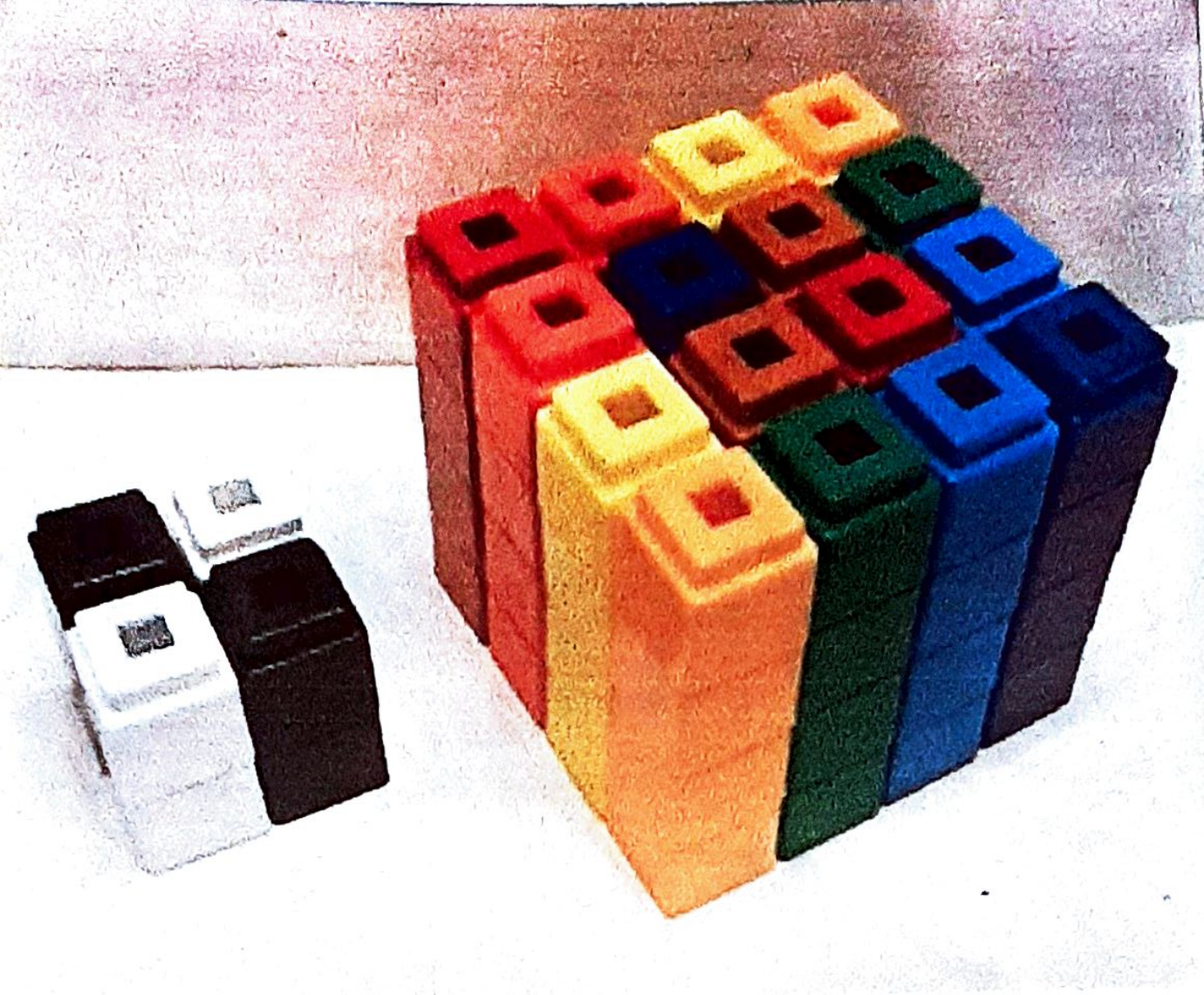
Warrick, Carolyn

January 30, 2011

Dachshund Dogs

Dolly Madison & Abby Adams
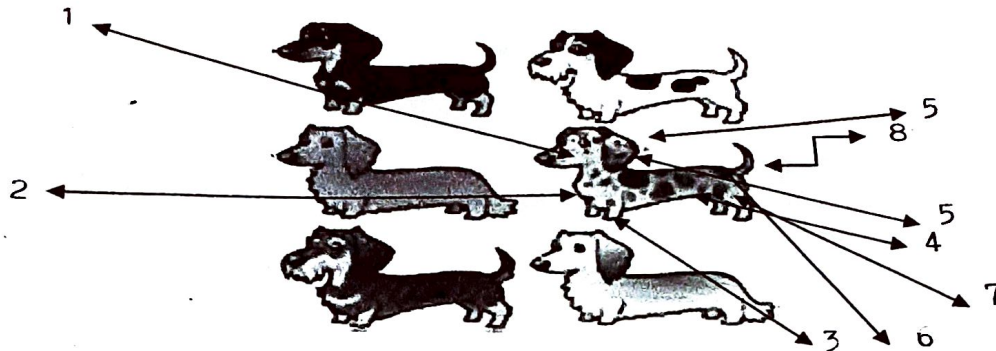
I have two dachshunds that I love very much. They are twins but don't look the same as they have differently shaped bodies in many ways. They eat differently, their personalities are different, one sleeps more than the other. They are wonderful dogs but their bodies are fragile.

1. Nose: Abby's nose is three inches long. Dolly's nose is 2 inches long. Their nose is long so they can hunt critters under ground.

2. Dolly has a large chest that is long and wide. Abby's is more narrow but their chest almost hits the ground. The large chest allows them to breathe in more air when looking for critters above and below the ground.

3. Both Dolly and Abby have short legs in the front and back. This allows them to easily crawl after critters under ground. Their paws are wide which allows them to dig fast.

4. Stomach (Tummy). The stomach area should not show any fat. Dolly is now 14 years old and her tummy hangs down from overeating. She weighs 15 pounds. Abby controls her eating and she weighs 10 pounds.

5. The dachshunds ears are folded over for a very good reason. They inherited their traits from terriers (earth dogs) and hounds (scent dogs). Earth dogs dig and scent dogs smell the dirt to track their critters. The dachshund ears allow Abby and Dolly to listen close to the ground where they can hear if a critter is living under ground. Both Abby and Dolly would dig a hole or tunnel in the ground to seek out their critters. The folding ears capture the sound and maintain the sound. Dolly's ears are shorter than Abby's ears.

6. The long back is a birth defect as the end of the back is three inches longer than it should be normally. A normal back would be nine inches. Such a long back causes a dachshund to have back problems and that is why it is so important to keep a dachshund trim.

7. A dachshund has powerful leg muscles. They are thick to be used for digging. Dolly's leg muscles are one inch larger on each side than Abby's muscles.

8. Dachshund tails are used to warn their owner of something happening when the hair stands up; the tail signals something is happening when it remains straight up or that the dachshund has located prey under ground. The tail acts as a steering rudder allowing the dog, when running, to turn left or right. It allows for balance in the water when a dachshund is swimming.

Grade/Age Level: K

Math Goals: Adding and subtracting. Using language such as longer, shorter, size, weight, length. Use story problem language such as if Dolly is twelve inches and Abby is ten inches, how much shorter is Abby.

Materials: Colorful blocks for counting. May use string and a ruler for visual judgment. Legos to make dachshund.

Group Size: Four children. Two for each dachshund.

Description of Activity:

➤ To build a dachshund dog to resemble Dolly and to build a dachshund dog that resembles Abby out of Legos.

➤ Ask the children which size Legos they think is the best to use and why.

➤ If the children choose different sizes, ask why they chose the different sizes.

➤ Ask the children to compare the size of Dolly to Abby and describe what is different in each dog.

➤ When talking with the children, use the math language as noted in Math Goals above.

➤ Work with the children to connect the dots such as matching the Legos and working with size and length. Ask the connecting questions so that the child learns to build upon his dachshund creation and why something works well and maybe something else does not.

➤ Two children to compare their dachshund that will show various differences, and use math language with the children when reviewing each dog.

➤ After completion, allow imaginary time to create their own dachshund or a dog of their choice. This is done after they understand various terms such as longer, wider, shorter, trimmer. A Power Point showing of different dogs would be fun and then the children can have free time to create their own dog of choice using the same skills as with making a Dolly and Abby.

➤ The imaginary part is a follow-through on what they have learned.

Assessment of Learning:

↓ Use Flip camera for unobtrusive taping of projects. (Flip available for one hour of taping.) Talk while filming using the name of the student but keeping the camera on the work and not the student.

- Look at teamwork or if one dominates the other so that one child is unable to participate.
- Take digital photo; download; print out for portfolio.
- This project should be filed in a category specific to its topic genre. Use running commentary for clear explanatory reasons.
- Final photos of each group can be posted on the wall. Each group can assign itself its own name to have fun. For example, one group can call themselves "The Woofies" for fun.
- Compliment each group. Praise works wonders in kids.

Warrick, Carolyn
January 31, 2011

Journal Log

Topic: Measurement comparisons of mathematical gaming rods and cubes

We learned mathematical terminology in how to classify and analyze how a certain set of gaming cubes and rods can be different from one another. For example, one is identified as Cuisenaire rods and the other is called unifix cubes. They are both comprised as a set of tools or gaming pieces to be compiled as a structure apparatus in the math counting games. Both rods and cubes are three dimensional to be played manually and they both go one way because of the way they are built for playing a game. For example, up or down or perpendicular.

Rods come in one color and cannot be constructed into a length for playing. The unifix cubes have many colors and in a variety of sizes though not shapes. In linguistic terminology it is what is termed as discrete versus continuous. The unifix cubes are discrete in that their size and length is built-in whereas the rods are one length.

We observed in class 'how to' video dating back to the 1990's how unifix cubes are used by both teacher and student in how to count in variable ways; how unifix cubes are in groups of five or ten; how many are hiding in the teacher's hand; how many are left over, etc.

A variety of first and second grade boys and girls were interviewed and shown interacting with a teacher to assess mathematical reasoning skills and how they understood the process of numerical reasoning and to deduct through a systematic approach of how and why they arrived at their answer. For example, how they arrived at an answer as a group; individually; if they saw patterns; if the activity made sense to them; if they struggled according to their teacher in her observance.

How I might use this working with children: I would engage the children in cuisanaire rods versus unifix cubes and compare how many of each would it take in different lengths to build a structure.

Warrick, Carolyn

5 February 2011

Journal Log

Estimating by Containing

Summary of Main Concepts:

We learned how to view math in the abstract by seeing and estimating how many in one jar contained a sizeable sample of toys compared to another jar which also contained a sizeable sample of toys as well. Both jars appeared to be the same size with an equal portion of small toy objects (also by holding objects in the hand as well) residing in each jar.

One jar contained small toy plastic bears and one jar contained plastic balls. Students used spatial reasoning when assessing the amount of objects in <u>one jar</u> compared to the size of the jar being compared to the other jar's objects...and the second jar by sizeable estimation.

We students used what we termed an "educated" guess to compare and contrast which in itself became a form of deductive reasoning. We poured the objects out of each jar and counted in groups of five or ten. Some students educated guesses matched or were close to matching the correct number within the jars.

Questions: None at this time.

How I Might Use This Working With Children: I would use the math linguistic language to connect with the children to get their attention. I would use humor attached to the objects in the jar such as "itty bitty bears in the jar" or "silly looking bugs in a jar". Fun verbal sounds such as "buzz" or "airplane" sounds for

Warrick, Carolyn

February 2011

Journal Entry

Symmetrical Proportions

<u>Summary of Main Concepts:</u>

We learned how to look at symmetry through abstract symmetrical proportions or the arrangement of sizes and shapes of various angles in a pattern formation. Our instructor had us students use two color sheets of origami paper and each of us were directed to instructed to fold the paper to indicate where to make a shape along the folded lines of the paper...and then cut a shape out along a particular folded line.

We were using copying tactics using the teacher's example coupled with spatial reasoning after viewing the instructor's angle of holding and folding a shape. We viewed and performed the step by steps. We viewed and copied the instructors step to define shape.

After all our shapes were cut out of our paper from a set pattern, we then made them into abstract angular pieces of art. We then glued our patterns onto a piece of construction paper.

<u>Questions:</u> None at this time.

<u>How I Might Use This Working With Children:</u>

Doing origami is not only a mathematical art form (as can be seen in art designs) it is just a wonderful experience to be so creative through viewing the development of an art object. Comparing origami to natural elements that we view all around us reinforces patterns and symmetry that exists in nature.

If doing a field trip, I would ask the children to point out patterns. This can be done in the garden as well or at garden centers. Such association opens a whole new way of looking at the world for the child and expands his/her horizons. Sizes, shapes, angles, multiples, duplicates, sameness and more make the child aware of what math is about and how it affects our daily life.

Digital photos can be taken at garden centers or a vegetable garden to show in class to discuss symmetry. We could even develop games through input from the children. Make the light bulb glow in the child's brain.

Warrick, Carolyn

8 February 2011

Clinical Log

Papel Picado

Josh and Kate are two of my Sunday School students and I obtained the permission of their mother to do two small exercises at the end of class. I was concerned about their attention span as they just finished small religious projects. So I chose two smaller Family Math for Young Children projects to fit in appropriately with their schedule. Pages 44-45 for Papel Picado.

I chose Josh for Papel Picado for no particular reason. I explained that he would be cutting out designs with paper and it is called Papel Picado. I explained that we would use one piece of paper, that it would be folded, scissors would be used to cut out designs, and that we would then look at the designs to see if we could recognized different and same cutout designs and explain what we saw.

I did my design first and Josh and I discussed what we saw. Josh then carefully folded his paper (he is six), and then I handed him a pair of children's scissors with which to cut the designs. Josh started cutting and making large cuts. He was content to cut but was not interested in pursuing any sort of artistry. He followed the instructions of trying to cut out triangles and other angles so that he could see the result when the design was pulled apart to display. I explained that when he would pull the design apart that he should see the same design in equal parts because of the equal folds that he made with the paper.

Josh finished with his cutting and he carefully pulled each section to reveal his

Afterward, I pinned his design to the wall with a backdrop of colored piece of paper so that the "symmetry" could be seen in contrast. I found that to be most helpful as I will use that in the future. I gave the design to Josh to take home.

Because of the time element, there wasn't a great deal of time for reflection with Josh. However, because this was a one on one with Josh it establishes a better bond between student and child and I believe makes the child free to ask questions or to just talk.

As for attempting a particular pattern, I didn't decipher that Josh thought in terms of doing a pattern...just cutting. He was interested in what it would look like. He was interested in finding patterns and did that quickly. He counted accurately and followed instructions. Artistry was not involved and that may be because of his age and/or gender at this stage. If I were a teacher I would take notes about his approaches, accuracy on counting, pattern recognition, and interest.

This type of project, because of pattern artistry, should be posted on the board with a colorful background. Each Papel Picado could be hung on a string on the board to display the way it is shown in our book. We could take it a step further and do a Mod Podge of the designs using large and clean Styrofoam meat trays. What I could do is use this pattern recognition project and turn it into a useable form of art. It preserves the project for use or for a keepsake. Fun.

MAKE - A - PAIR

Pages 100 through 104 of our Family Math for Young Children has a section titled, Make - A - Pair. I ran copies of cards and had Kate cut out the cards with scissors for children while I worked with and watched Josh. When finished I turned my attention to Kate who had just finished her cutting. The timing worked okay for both students because of the type of projects for each child.

I had Kate mix her cut up cards and lay them down in a "rectangular" pile. I explained "rectangular" by showing the shape to Kate. Because Kate was slightly younger than Josh I used eight cards only. This allowed for enough patterns in the allotted time we had to do this project.

I asked Kate to choose one card from the pile and turn it face up to show the design. It showed two hearts. I chose a card and turned it face up. It showed one pair of scissors. Kate performed the same function again. Her card matched my "scissors" card and I explained to Kate she could remove both

cards to her side. I wanted to see if she was carefully examining each card for numerical pattern, just patterns, shape of pattern, and counting of patterns. We then added each card pattern to its partner pattern. For example, one card had two flowers; the other two flowers. Two plus two equals four. She counted verbally and on her fingers.

This is a good game to work one on one for a beginner or one who needs to feel more secure in patterns and counting. It allows for questions with one on one and it can be done quietly to "connect" patterns and counting. Kate did fine for her age but I think she would have enjoyed cutting out patterns for a younger age as Josh was doing for his age. Kate likes to cut things up in Sunday School.

I realized that the Family Math book can be adapted easily to many things because math is in everything we do. What I can do is adapt both projects to my Sunday School classes. For example, the cut out cards of biblical figures singular and multiples and apply the Make A Pair instructions. It's a game; biblical; pattern recognition. I will try this in the future.

I did not instruct Kate on remembering the placement of each card. I wanted to see if she could do it the first time around. She did not. That was fine as I didn't instruct her to and this was the first time playing this card game. Because time was ebbing away, we did not have time to play the game over so that I could decipher her pattern recognition. But this was a start. If this were a regular class, I would have each child take their cards and place them back into a used card pack cover and have in their cubby for future learning. This cards would be expanded to include more cards. As a teacher I would take notes and convert the notes in Word to a prescribed format for placement into the child's portfolio.

If a child's parent allows it, emails can be sent for updating parents on working on pattern recognition and counting at home for a short time each day. If this turns out to improve or help their child, the parent should be praised for helping.

I would reverse the project with Kate and Josh to decipher gender differences, if any, in pattern recognition possibilities, or gender interest. Since each child is different, I could stumble upon a different way that the child is looking at patterns and why. Early childhood intervention I feel is critical to guide the child effectively in math.

We can do the grocery store setup with jars; look for bargains and compare size and quantity to secure the best "deal". All of us could estimate the weight. As a treat, I would use Gummy Bears and other wigglies, if permissible, as it would be so much fun, colorful, and a neat treat at the end.

This is a great exercise to do daily with one concept at a time and to mark it down. Do the same for the next day and so forth. Get the patterns down so that estimating comes naturally and fairly accurately. Students will develop self-esteem and slower children may have the connections come to fruition.

###

12 February 2011

Last Tuesday, we focused our attention around reading childrens' storybooks for enjoyment. Each focused on a mathematical theme. The assortment of children's books was from our professor's personal collection. One of particular interest was titled, *Benny's Pennies*, and it flowed nicely in structure. The story centers around Benny who finds an assortment of items that he buys for a penny each. The book teaches preschoolers or kindergarteners the value of a penny and about "things" in life that can be equivalently worth the value of a penny.

There were two other formatted children's stories titled, *"If You Made a Million"*, and *"Amanda Bean's Amazing Dream"*. We brought them home for our individual enjoyment and to read to a child or children that we know. Our assignment was to analyze one book for its mathematical content and assess how we could convey the story and its message to the kids.

Additionally, we played with cuisenaire rods for enjoyment and also for the purpose of building upon any idea that came into our mind. I made a nice little structure that I organized by size and color with a pile and set of cuisenaire rods.

<u>How I might use this working with children:</u>

I would use a fundamental approach to communicating *Benny's Pennies* by first reading the story along with a question and answer session. As their teacher I would initiate a continual dialog for purposes of making connections easily understood within our dialog. We would discuss the value of a penny; what could be bought with a penny; and continue to explore and develop thoughts through group synergy. We could employ their thoughts into mathematical exploration and mind expansion. Bringing their ideas

and thoughts to fruition are the building blocks that allow for more exploration and insight into math. It sounds like fun to me and it enhances my own portfolio of learning for succeeding classes of students.

Warrick, Carolyn
12 February 2011

Journal Log
Topic: *Mathematical Configurations*
<u>Summary of Main Concepts</u>

Last Thursday we learned how to reconfigure mathematical problems such as basic addition and subtraction just by transfering numbers around in the one's and ten's columns, and by adding and subtracting by an estimated number sense in the ten's column.

Afterward we reconfigured an assortment of basic problems with our professor plus her questioning of our reasoning and logic for the ways we moved numbers around to solve problems. Then we watched a video of an early education classroom where teachers from individual classrooms questioned their students about the reasoning behind their conclusions referencing one particular mathematical equation. For example, the problem could be adding two numbers such as 24 and 37 with the equation of 61. If you estimate that 24 derives from 20, and 37 derives from 30...in the tens column...then add those two estimates together and the answer derived is 50. Then add 4 plus 7 to obtain the answer of 11. Add 50 to 11 and the answer is 61.

Or...make the 4 a 5 and make the 7 a 6. This provides 25 plus 36. Add the tens estimate where 25 comes from 20 and 36 comes from 30. That would be 50. Add the one's so that 5 plus 6 equals 11. Add 50 to 11 which equals 61. Additionally, one can add 5 plus 6 to get 11 and add 2 plus 3 to get 5 in the ten's column and then estimate 20 plus 30 in the ten's column which equals 50. Then add 5 to 50 which equals 55 plus 11 and it is 66. Subtract 5 from 66 which equals 61. Or...have 20 plus 30 which equals 50 plus 5 and 6 from the one's column which equals 66 minus 5 which is 61. Or...50 plus 2 plus 3 plus 6 equals 61. We could continue with 55 plus 2 plus 3 plus 6 minus 5 which equals 61. It continues as we can see.

How I Might Use This Working With Children:

The listings are the previous page provides multiple ideas in working with kids. The point is to establish a solid foundation of understanding amongst the children and to ask and answer any and all questions...and go over any misunderstandings so that they are not lost.

Then we would work individually so that individual minds can expand their exceptional way by performing the same or similar functions. Help will be individually provided so that each reaches parity. Kids that understand faster may assist another child for esteem reasons of the slower child. It also provides early leadership in the faster child. Develops her/him.

Then class tasks with similar functions to help eliminate hesitation and to build understanding. The teacher will learn what works and does not work well and how the children will react to each function.

We then could advance to using objects for counting and estimating and apply the same scenario. An example which I think works for those who need visual assistance, is to do a short drama using students representing various objects and maneuvering them around on "stage" to provide another form of connecting with the ideas. All workable and non-workable (or didn't work with a particular class) should go into a teacher's portfolio.

Warrick, Carolyn

Education 118

25 February 2011

JOURNAL LOG

Measure Probability Spectrum

Summary of Main Concepts:

We learned through the lens of theoretical analysis to measure and analyze via deductive reasoning - a selective placement of words on a probability spectrum according to their respective interpretative meaning when consequentially used in a dialog.

The instructor drew a metric line and we clapped upon instruction by her to indicate a "point of distance" on the line where we, as students, thought the word should be measured in value to how it would be used in a sentence. Such measurable words included *"impossible"* which, as students, we assessed and decided it should be placed at the right hand side of the probability spectrum.

We measured additional words that were thematically measured in probability including *"possibly"* and *"probably"*. Such words were evaluated as meaning closer to *certain*...and the word *"believable"* was actually closer to *maybe*. The latter was considered at the halfway point or placement in probability. *"Improbable"* and *"unlikely"* were deemed closer to interpretative value and meaning alongside *impossible*.

How I would use this working with children:

I would apply this knowledge to working with board, card, and counting games with children. I would also use this knowledge in science experimentation projects and have the children assess through probability what actually might happen as a result or consequence. An example would be: monitoring the growth of certain flowers or vegetables within the educational environment.

Warrick, Carolyn

Education 118

28 February 2011

CLINICAL LOG

Foam Pieces - Counters

I worked with Tovi for this clinical log. She was the child with whom I worked on Button Button, Where is the Button? We used foam pieces that were referred to as counters and each foam piece had one side of one color and the opposite side of another color. This was an easy to see color combination.

I started out by just chatting with Tovi and asking her to tell me what color was on each side of a foam piece. This would point out if she were color blind, and if so we would make adjustments to the game. Tovi was not color blind as it turned out.

We started out by my explaining that when a couple of foam pieces were tossed up in the air and then landed on the table, that there was the probability that one of the foam pieces would be yellow and the other piece would be red. We tossed a few times to see how many times a 50/50 occurrence happened. I wanted her to visually see and dialog with me what she saw. We performed this same function ten times and then counted and wrote down how many times the two foam pieces landed as all yellow; all red; and all yellow-red. This is a game of active vocal communication combined with learning probability of chance and it kept the attention of Tovi.

We then increased the number of foam pieces, decreased the number of tosses into the air for attention span reasons but enough for Tovi to understand and reason. As we increased the number of foam pieces (counters) she could visually see how many landed in red and how many landed in yellow. I asked

The more counters we used, tossed into the air, and watched them land, showed changes in probability of fifty/seventy-five or 25/seventy-five. We talked as we continued and when asked if there was more of one color landing than another color that there appeared a pattern of order or sequential order of patterns in theory. We saw that the least likely happening was that of all counters being a one-sided color...no matter what color. I watched Tovi's eyes work and recognize the probability of order in this particular game.

We discovered that there was an even chance of all one color landing when using only two counters; when using four counters we deducted there was a fifty/seventy-five chance. The more pieces used, Tovi was able to deduct that there was less probability of all colors landing the same versus a color combination of counters.

Mastermind - Jungle Version

Various colored animals such as a gorilla, hippo, lion were used on a board game and the colors of red or white animals were used for scoring. I explained the game after we visually looked at each animal and its color and we each examined the scoring pegs as well. We examined the jungle board for peg placement and why. We then went over the process of the game followed by my questions to Tovi to see if she understood what we would be doing. She understood. I also explained that as we play the game over and over we eventually will spot patterns more easily. It was not my intent to keep playing the game for attention span reasons, but simply to inform Tovi.

We each took turns. Tovi placed her color combination animals on the board hidden from me. I then attempted to put on my side of the board what I thought her color combination was and in what order. Mastermind is really a mind activating game as it keeps your attention and has a way of energizing a person to really think of the sequential order. If one obtains the same color combination, it is scored with a white peg; if one obtains the order of the color combination, it is scored with a red peg...which counts more or have more numerical value.

I played the role of having to guess Tovi's color combination as I felt that was the best way to approach the game as it was easier. Then if her attention span was in tact, then we could switch places.

When playing the game, I tried to guess Tovi's choice of colors and fifty percent of the time I arrived at two pegs of white versus fifty percent of one peg in white. This was so visual for Tovi to see. I also did not achieve the proper order of color combinations and thereby did not obtain a red peg. Quite noticeable as Tovi pointed out.

Tovi saw patterns of color and would look at my choice of colors and ask why I couldn't figure out the colors or color combination. It showed me that Tovi's brain was engaged and following along. I do think that playing with jungle animals made the game interesting as well compared to blocks in this particular case. Tovi would use the hands to point out colors to me and ask me why I kept using a red lion over and over. This showed that Tovi was engaged on both sides of the board which made for the brain working one angle and then switching to figure another approach to the other side to the board.

We found this very engaging, fun, colorful, vocal (Mr. Gorilla), and Tovi was engaged in pattern recognition, probability, deductive reasoning, conceptualizing, sequential order processing, colors and more. I can see why the game is called Mastermind. It gripped my mind and I'm sure Tovi's as well.

Because of the two games Tovi and I played, I didn't switch roles and have Tovi play my part of the Mastermind game. Attention span was waning and that was because we took extra time to explain everything before we ever started.

Topic: Strategic Math Worksheet Problems

In class we played with numbers in the form of ten's, one's, hundred's in a game of logic passing for strategy. The game was posed as a mathematical game problem using a worksheet where upon we played with a partner. We used two types of dice adding the dots from each dice and when tossed the purpose was to use the sum numer and determine whether to place the number in one's, ten's, or hundred's place on the gaming board or on the worksheets. This is a good way to introduce sequential order of the hundred's, one's, and ten's to children.

How I would use this working with children

I would use worksheets with similar formats or gaming scenarios on how to understand number placement. I would then expand upon this concept by using instructive objects for logic and sequential patterns. Also there would be arrangements by color and size in order to emphasize the greater number in the hundreds versus ten's and one's. Depending upon the comprehension level, we may move towards a game or play scenario.

Warrick, Carolyn
Education 118
7 March 2011

<u>7 MARCH 2011 JOURNAL LOG</u>

Topic: End of Quarter Schedule and Sequencing Problem

<u>Main Concepts</u>
As a class we previewed what was on the class whiteboard concerning our
end of Winter Quarter schedule. Our instructor discussed what should be
placed into our portfolio which will be turned in next week, and how many
journal entries total would be included. Then as a class group we played
with sequential arrangements using a mathematical worksheet provided by
our instructor. We applied numbers ranging from one to thirty-two from the
result of arranging numbers consecutively in sequence and then determine
which sequential patterns add up to 32. A person could use numbers in
two's, three's to accomplish this. For example, $1 + 2$, $2 + 3$, $1 + 2 + 3$, $2 + 3 + 4$,
and so forth. This is a thought-provoking way to do a math problem.

How I would use this working with children:
Most children work well within a schedule, and those that are not use to
focusing on schedules will have an opportunity to learn a valuable work
ethic. Schedules lessen tension and lessen questions of sequential order.
Using color with a schedule is most helpful and it provides interest associated
with subject matter. Using color visually shows segments and allows for
categorizing. For example, green can be science. Schedules provide a visual
"estimation" of time and allows the child to keep track of where he is on his
daily schedule. Combinations of colors can denote using math with science.
For example, yellow and green. The student would then understand that in
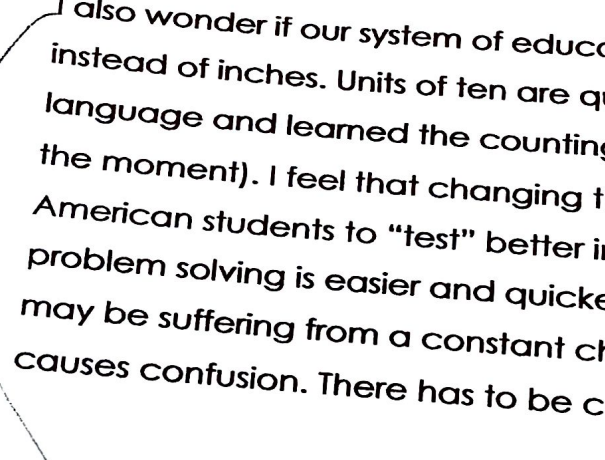
science today they will be using some math skills. It helps them to maintain focus. The colors can also show how much time is spent on specific subject matter and this allows the teacher to calculate what areas her class performs most often (EXCEL spreadsheet). It also is a visual for parents using the spreadsheet plus class postings.

I would have children work on sequentials leading to focusing on patterns and which should lead to understanding concepts.

———————————————

I wonder if working with an Abacus would be helpful for children. Asians use it from the very beginning for their children. I found this out in another Shoreline class by asking questions of Asian students.

I also wonder if our system of education should be changed to metric instead of inches. Units of ten are quicker to learn. I took the Japanese language and learned the counting system which made sense (forgot it at the moment). I feel that changing the counting system would allow American students to "test" better in that the metric system is faster and problem solving is easier and quicker. Our students are not less smart but may be suffering from a constant change in the way math is taught which causes confusion. There has to be consistency to achieve success.

Warrick, Carolyn
Education 118
14 March 2011

<u>PURCHASE ORDER REQUEST SUMMATION</u>

A. <u>Classroom age:</u> **Five** plus

B. <u>Decision process as follows</u>:   The attached purchase order has a variety of math toys represented in the form of literature, music, puzzles, cash, dice, games, computer, microphone, beads, and food. All incorporate logic, number, geometry, spatial, algebra, patterns, measurement, probability, adding, and subtracting. All choices will benefit the children in a myriad of mathematical ways. Here are the choices I made for purchase and why.

1. **Desktop PC**: Has 30 challenging activities pre-programmed. Teaches math and logic plus additional items. Encourages children to seek answers, helps maintain attention span, interaction, quiet thinking. Best to use this type of PC for early learning purposes for small children.

2. **Sum Swamp Game:** Fun taking a trip to a swamp filled with alligators. This award winning game uses dice to add and subtract crossing to the other side of the swamp. [As someone with personal experience with an alligator in Florida many years ago, I would love to preface this game with my story told to the children. I think they would really enjoy this as a build-up to playing the game.]

3. **Musical Hand Bells:** What does this have to do with math? Lots! While used musically, I see math in those bells. There are eight bells. Each can be numbered. One child can be number one; another number two; and so forth. The bells can be numbered. Numbers can be read on a sheet. Music comes from ringing the numbers. All sorts of scenarios plus music and pretend play using math skills in a multiple of ways. [Future progression can be done with a whole note; half-note; quarter-note. Fractions in music!]

4. **Bead Sequencing:** This item is for age four and upward but would be helpful for those that may have issues with sequencing. This set allows for pattern building using pattern cards. Children stack the various

shaped beads that visually shows sequencing and patterns. A good toy to develop visual recognition and develop fast play through establishing mental acuity.

5. **Cash Register:** Kids see cash registers in operation frequently. Therefore, working with the machine with fake money allows children to add and subtract, hanle money, recognize types of money, associates money with items. A truly fun machine that can be put to use in pretend play with all sorts of math scenarios.

6. **Sir Cumference and the Great Knight of Angleland:** A terrific book using math in literature form. Using angles is the subject. Its purpose is to familiarize children with terms through literature. The main character in this particular book is Radius. He is the son of Sir Cumference and Lady Diameter. Radius comes in contact with dragons (known as Pair of Lells), crocodiles, and Radius is in search of a king. He has friends known as Pi, Sir Segment, Sir Tangent, and so forth. A delight in reading about angles, lines, area, etc. and seeking his quest. Geometry galore.

7. **Alice in Pastaland:** A masterful book that uses pasta for solving 40 math problems. The book uses the fairy tale as Alice follows the white rabbit whereupon she finds *Pastaland*. [Because this is so fascinating, I have enclosed some pages from *Pastaland* that shows the multitude of math used in this book.]

8. **Fraction Pie Puzzles:** This is a hands-on puzzle that is for fractions only. It visually shows through color foam pieces how to solve puzzles using cards as an enhancement. A good source for children that need visual assistance.

9. **Kids Microphone:** The hand-held microphone, while not math itself, is something that can be utilized using math. For example, passing the microphone around to each child to answer a math question (develops, hopefully, self-esteem); can be used in pretend play; can be used in front of the class explaining math problems to their fellow students. Develops speaking skills and presentations skills at the same time. Unique.

10. **Head of Numbers:** Old Einstein in a Mug with a head full of dice. Children like to shake and toss items. Therefore, why not use something silly to entice using 0 – 9 dice to form math equations with answers. The

dice are contained within the head for easy keeping and it provides a source of conversation while sitting on a shelf looking out at the class. A teacher could say, "What would Einstein say?", use the microphone, and have fun. Comes with shaker, dice, cards, sand timer, and guide. Ready to go!

From

Pasta Math Problem Solving for Alice in Pastaland:

40 Activities to Connect Math and Literature

When Alice pursues a white rabbit, she finds a Wonderland where the common denominator is pasta. This parody of the classic tale includes arithmetic loaded with pastabilities.

Pasta Math Problem Solving includes these activities incorporating multiple intelligences.

ACTIVITIES	Multiple Intelligences						
	Visual Spatial	Verbal Linguistic	Logical Mathematical	Musical Rhythmic	Bodily Kinesthetic	Inter-personal	Intra-personal
Pastaland Number Borders	X		X				
Pastaland Story Vocabulary		X					
Pastaland Board Game	X		X		X	X	
One-to-One Correspondence	X	X			X		
Pasta Partners			X		X		
Pasta Number Books	X		X		X		
Flower Garden Color Groups		X	X				
Folding a Pasta Cup	X		X		X		
Making Pasta Border Art and Gifts	X				X		X
Matching Shapes and Patterns			X		X		
Making Pasta Prize Necklaces	X				X		X
The Pastaland Post Office		X				X	
Schoolhouse Counting			X		X		
Pasta Rhythm Shakers				X	X		
Feed the March Mare			X				
Set of Stars Story		X			X		
Pick a Hand of Factors			X			X	
Pasta Plate Books			X		X		
Walrus & Fisherman's Store			X				X
The Pasta Store		X	X			X	
Word Store Adding		X	X			X	
Musical Chairs			X	X	X		
Quantum Cat's Collection	X		X				
Starfish Subtraction or Addition		X	X		X	X	
Magic Triangles			X				
Story Time and Daily Time			X				X
Making a Pasta Clock			X			X	
Computing Elapsed Time			X				
Measuring Feet and Inches	X		X		X	X	
Pastabilities 1 and 2			X		X		
The Math Hatter's Hat	X		X				X
Weighing			X		X		
Magic Squares	X		X				
Healthy Food	X	X	X		X		X
Pastagraph Counting and Classifying			X		X	X	
Fractions — Spin and Win			X			X	X
Math Hatter's Magic			X				
The Math Hatter's Calendar Game	X	X	X				
Pasta Learning Centers		X	X		X		

For more fun learning activities for *Alice in Pastaland*,
order *Pasta Math Problem Solving*. 1-57091-154-1. $9.95.

astaland Board Game

Two to four players each move a colored pasta piece around the board. Their moves are determined by drawing from a deck of playing cards or by throwing dice. The students may add, subtract, or multiply the numbers on two cards or two dice. When this yields an answer above 10, have students use only the number in the ones place.

Garden Gate

Alice in PASTALAND

The Court room! Go back to forest.

The Castle

Meet the Queen. Go to the Castle.

Help paint rotini.
- Lose 1 turn.

Flower Garden! Take 2 extra steps.

Meet the Walrus. Take another turn.

Pasta Race. Go back 2.

Quantum Cat says take 9 more steps.

The Forest

Greet the Toucan!

The Math Hatter says go back 3.

Make a Hat.
- Lose 1 turn.

Can't fit through door. Lose a turn.

The March Mare gives you a ride back 5 steps.

Rabbit runs by! Take an extra turn.

Meet the Adder: jump ahead 3 steps.

Eat 6 letters. Take 6 extra jumps.

Start following the rabbit.

One-to-One Correspondence

Draw flowers in four or five rows on the left side of a paper. Each row should have a different number of flowers. The simplest flowers are the tulip, daisy, rose, and daffodil. Ask the students to name the flowers.

Provide containers of different colors or types of pasta that correspond to the numbers of flowers you have drawn. Ask each student to take several pieces from each container, and to use them to make rows showing the same number as in the rows of flowers.

More advanced students might make twice the number, three times the number, or a fraction of the number of flowers. Have them glue down the pasta. Then discuss and compare the various shapes and colors they chose.

Pasta Partners

Give each student a handful of pasta pieces in four different shapes and colors. Have the students sort their pasta by shape or by color. Ask them to put each shape or color in a row. They can make pasta partners by pairing different shapes or colors. For example, you might ask them to put each red piece with a blue partner. Then have them make partners of two other colors.

Matching Shapes and Patterns

Hand out strands of spaghetti for making straight-sided shapes such as squares, rectangles, and triangles. Have the students glue the shapes to colored construction paper. Ask them to count the edges of the shape and glue that number of macaroni in the center.
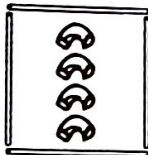
For more fun learning activities for *Alice in Pastaland,* order *Pasta Math Problem Solving.* 1-57091-154-1. $9.95.

PASTALAND POST OFFICE AND COUNTING ACTIVITIES

The Pastaland Post Office

Hand out copies of "Pastaland Post Office." Ask each student to design and cut out one to three stamps. Provide a box labeled **The Post Office** for the finished stamps.

Have each student cut out and fold the postcard and write a message to a classmate. Show students how to address the postcards in the proper way with the name of the person, the school, the street, the town, the two-letter state abbreviation and the zip code. Appoint various post office workers to sell stamps. Allow students to buy one of their own stamps using pasta as money. Appoint other students to deliver the mail. When time permits, have students write other cards to use the remaining stamps.

Schoolhouse Counting
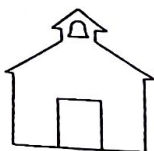
Have students draw a schoolhouse with a big door, or draw one, as shown, to copy and hand out. Have students use their Pasta Number Books or make strips of numbers 1 through 12. Give each student a cup of small pasta. Explain that there are zero people inside the schoolhouse.

Tell a story about children entering the school in the morning. When you describe a group of children arriving, have the students place one piece of pasta on the corresponding numeral in their number books, or on the number strip. Then ask the students to put one piece of pasta in the picture to represent each child who entered.

Pasta Rhythm Shakers

Have one-third of the class make tambourines by stapling together the edges of two plates with 12 pieces of pasta inside. Another third of the class might make maracas out of paper cups with paper taped over the top and 12 pieces of pasta inside. Have the rest of the students make rainsticks from paper towel tubes with the ends covered with tape and 12 pieces of pasta inside. The students could decorate their pasta shakers using markers or cut-paper designs.

Play songs and have the students sing while using their instruments as accompaniment. Songs such as "My Country, 'Tis of Thee" and "On Top of Spaghetti" have three beats to a measure, but many common tunes have four beats to a measure, such as "America the Beautiful" and "Yankee Doodle Dandy."

For more fun learning activities for *Alice in Pastaland,* order *Pasta Math Problem Solving.* 1-57091-154-1. $9.95.

AREAS OF DEVELOPMENT AND ENGAGEMENT

- **Social/emotional development and engagement** — the ability to respond to and cope with positive and adverse situations, reflect on one's emotions and surroundings, engage in leisure and fun, and sustain caring friendships and relationships with others.

- **Moral/spiritual development and engagement** — the exploration of one's assumptions, beliefs, and values in an ongoing process of understanding how one relates to others and to the larger world, and developing a sense of purpose and meaning in life.

- **Civic development and engagement** — the growing recognition of one's impact on one's surroundings and responsibility to others, as well as the ability and opportunity to work collaboratively with others for a common goal.

- **Vocational development and engagement** — acquiring the functional and organizational skills necessary for employment, including an understanding of careers and options and pathways to reach these goals.

- **Physical development and engagement** — biological maturation and the developing ability to act in ways that best ensure current and future physical health for self and others.

- **Cognitive development and engagement** — the ability to gain basic knowledge, learn in school and other settings, use critical thinking, creative, problem solving and expressive skills and conduct independent study.

- **Personal/cultural development and engagement** — young peoples' increasing awareness of their own identity, including an awareness of the differences between and among individuals with different backgrounds, interests and traditions.

Development happens across a number of areas—not just academic and cognitive, but moral, cultural, physical, and many others. While development and engagement happen within a variety of domains or areas, this doesn't mean that these areas are distinct or unrelated. In fact, they are interdependent and overlapping. This list is meant only to give a sense of the range of tasks in which young people are involved as they grow and learn.

Source: Reprinted from Karen Pittman, Merita Irby, et al. "Preventing Problems, Promoting Development, Encouraging Engagement Competing Priorities or Inseparable Goals?" The Forum for Youth Investment, Impact Strategies, Inc. (2001): p. 9. Based upon K. Pittman and M. Irby. "Preventing Problems or Promoting Development?" (1996). Available online at www.forumforyouthinvestment.org.

old daughter with no coat and no shoes on. The police took her to a hospital where she stayed for the obligatory two weeks.

The State has taken control of her life to an extent and she is functioning fine...at the moment. However, I suspect that since the State is trying to remove people from the welfare rolls, and have given notice to that affect, a crisis will eventually come forth. She simply *is* not capable of working with the responsibility of raising two children and with no family support available. Her family remains aloof because of the pain that she caused them many years ago.

With the above information about the mother, the young son from toddler age to present, has matured beyond his years, realizes his mother's problems are serious, and he has gone through dad in, dad out, dad in, dad out because of Alexa's relationships with men. Christy doesn't seem to be aware of any problems.

engage in levity throughout the conversation because the interview is serious. We all had tea and banana chips and started the process beginning with what type of tea do you like to drink.

Jared is six feet tall at age 14. His mixed race makes him very handsome. He does between A- and B+ work. Math is B+. English is A-. Art is A. His skin is clear and he is a gentle giant that speaks excellent English and has good command of sentence structure. Thus, his responses were more engaging than simply *yes or no*. As I said, after asking a question, I would then tell a story about something silly that happened to me on the ski slope or school. Both mom and son would give hearty laughs. It was my way to make them have a pleasant time at the table. They were interviewed together to just establish confidence and then separately.

I took my dad in his wheelchair to make it seem more of a visit than question and answer session for Alexa and Jared and both enjoyed his grandfatherly presence.

[Alexa - age 42]

Questions and Responses

Q. What type of parent do you consider yourself: indulgent, authoritarian, authoritative, uninvolved?

R. "Indulgent. I'm involved with them very much but I let them kinda do what they would like to do. Of course, I check on them.

Q. Was Jared an easy going baby and child to raise?

R. "Yes. He was easy going and not real fussy."

Q. Since you were a single parent when raising Jared, did you have f...

R. "Not much. My mom kinda ignored me wh...

unwanted. (There are six kids i...

after the th...

R. "I stopped it when Christy was a baby because I didn't want the medicine to get into my milk. I started seeing witches on the wall and I talked about the devil all the time. My eyes were glassed over and I spent time in the hospital. I went back on the medicine after my return home and they assured me that Christy would not be affected. The church felt I shouldn't be on the medicine".

Q. How did all of this affect Jared when he saw you seeing witches and seeing the devil in everything?

R. "He was seven then and he attempted to help me. He tried to help in the house. My ex-husband's mother took care of Christy and Jared while I was confined and for one month after that until I had my act together"

Q. What do you think makes a good parent?

R. "Faith in God and being honest with your kids"

Q. Can you help them with homework?

R. "Yes. I got A in algebra in high school and I got good grades so I can help them."

Q. With all of the hospitalizations, Jared went through a lot. He seems very even keeled with no problems stemming from the past...even with a step-father who drank a lot.

R. "Yah. He's just a good kid who is family-oriented and I think he has taken over the roll of father in a way."

Q. Have you or Jared experienced discrimination

friends and their moms have offered me assistance with caretaking. My new church helps.

Q.   Do you want to reflect on your own childhood?

R.   "Not really."

Q.   You have a two year certificate in Childhood Development? Did you ever put it to use?

R.   "No. I had problems for years and never sought employment in it. It probably has helped me with my own kids."

[Jared - age 14 - mixed race]

Q.   Jared, you are 14 now so what grade are you in?

R.   "Eight grade at K...... Junior High School."

Q.   Tell me about your classes and which classes do you like the best and why?

R.   "Art is my favorite because after taking all the other courses, doing art is relaxing and I'm good at it. I have an A now. Math is next and I have a B+. It is not hard. Washington State History, Science...I do good in them...but PE I don't like because the teacher picks on me all the time. I don't think he likes me for some reason."

Q.   Do you take the bus to school or walk?

R.   "Both. I can walk from our apartment but the bus comes to the corner of the apartment."

Q.   Is the bus loud with screaming, shouting, laughing in the morning and evening?

R.   "No. Kids are quiet in the morning because they are tired from getting up. The bus is quiet. When we go home the bus is quiet because the kids are tire..."

Q.   What is the ethnic makeup of your friends?

R.   "My group is mixed wi..."
don't live wh...

Q.   What is the classroom decorum like? Do the kids pay attention to the teachers or act out?

R.   "The kids don't act out because in high school you don't want to get a bad grade for college. The teachers are strict. They try to use humor but their jokes are old and corny. I like my teachers except the PE teacher."

Q.   Just a personal question. I may want to teach school but am a little intimidated by the older students as I'm a quiet person. How would they treat me?"

R.   "The ninth graders would treat you fine because they know if they cause you problems or cause problems in the class, that their grades will suffer and most of the kids want to go to college. The eighth graders are less mature and they fidget and are testy. They might do something. The seventh graders would be okay because they are just coming up from elementary school and they still are receptive to authority."

Q.   Lets talk about drugs. Have you seen much of it and have you been solicited to take or deal drugs?

R.   "I haven't seen much of it but I was asked to take some. I didn't tell mom because she would really worry and I wouldn't want to upset her."

Q.   Do you have self-confidence and do your friends?
R.   "Yes and my friends do, too. No problems because I do well in school."

Q.   When you get home from school what do you do?

R.   "I'm lonely and I sit down to relax. I place calls to my friends to come over. I don't have to have a conversation with them, I just like to have them in the room with me as it makes me feel confortable and not lonely. I can just sit and have the TV on and they can just sit and not say a word, and we are all comfortable being together."

R. "Yes. At night she comes into my room and she talks with me before I go to sleep."

Q. Do you see your aunts and uncles often?

R. "No. They don't call or come to see us. Maybe once a year, if that."

Q. Do you think about the differences between your family and those of your friends?

R. "No. I realize we don't have money and have to watch it because we're on welfare. But I don't think about it. My mom doesn't know the families of my friends."

Q. What do you do for recreation?

R. "I play football but don't have other activities."

Q. Are you considred a jock?

R. "No. Sports has nothing to do with being a jock. A jock is determined by clothing style. They wear different clothing to show who they are. I wear low-slung pants and my group does, too, yet I play football. Other groups wear other clothes to define themselves. No one hassles others in our school."

Q. What type of music do you like and how does the media influence you?

R. "Rap. I watch MTV only to get the latest styles of clothes and to be updated. TV doesn't influence me. Ads don't influence me."

[Author's note: I ended the conversation after 2 1/2 hours as Jared was getting fidgety and it was running into the dinner hour. I felt it best to stop.]

[Author's perspective of the interviews:] I was very pleased that Jared was so receptive to being interviewed. I think he enjoyed being asked to give his opinion and that he was helping with research. Jared was easy going and so very honest with his thoughts. He has gone through so much with his mom's illness in the past and I sense that he takes on as much as he can in the household to help her out as he doesn't want to see another breakdown. He has an inner strength that really comes through. It frankly reminds me of the Country Boys in a way. Jared went through a step-father who ridiculed him because he was Black. He has no use for the ex-husband but doesn't say anything because it's his sister's dad. Jared comes from a family background that has high IQ levels so I strongly suspect that he is blessed this way which enables him to do well in his school work yet cope with homelife in his way.

High School Completion Rates for 18–24 Year-Olds
1990–2000
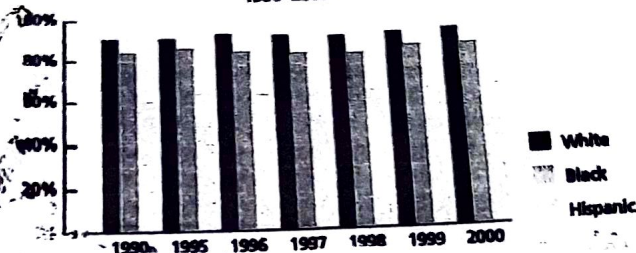
Legend: White, Black, Hispanic

X-axis: 1990, 1995, 1996, 1997, 1998, 1999, 2000

Source: Data from U.S. Department of Health & Human Services. *Trends in the Well-Being of America's Children & Youth*. Office of the Assistant for Planning and Evaluation (2002): p. 325

High School Graduates Ages 25–29
Who Have Received a Bachelor's Degree or Higher
1971–2001
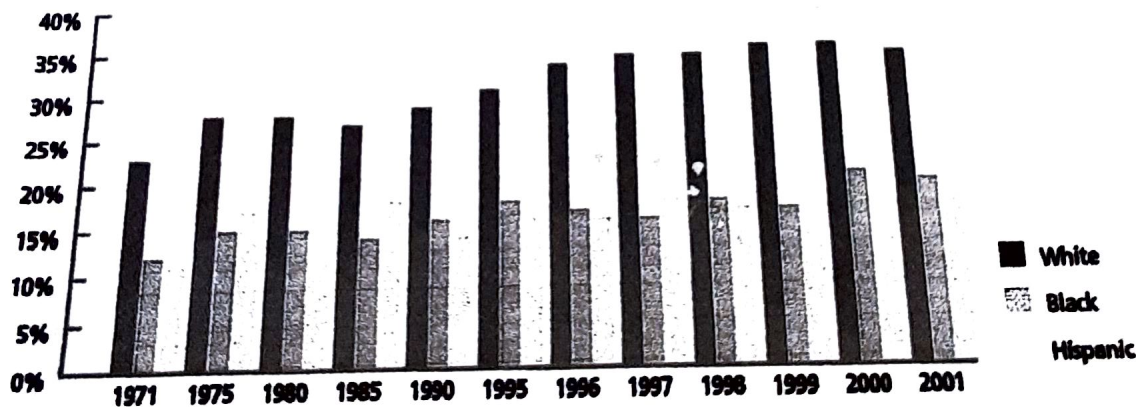
Legend: White, Black, Hispanic

X-axis: 1971, 1975, 1980, 1985, 1990, 1995, 1996, 1997, 1998, 1999, 2000, 2001

Source: Data from U.S. Department of Health & Human Services. *Trends in the Well-Being of America's Children & Youth*. Office of the Assistant for Planning and Evaluation (2002): p. 329.

State and Local Education Tax Revenues by District Minority Enrollment for the United States 2000
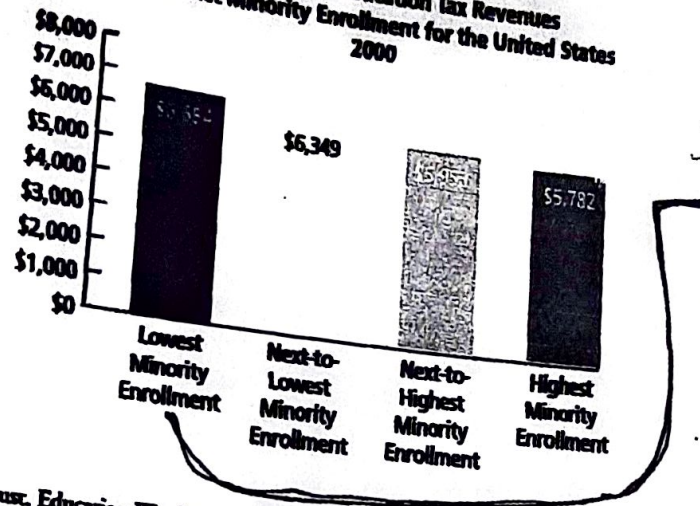
	Lowest Minority Enrollment	Next-to-Lowest Minority Enrollment	Next-to-Highest Minority Enrollment	Highest Minority Enrollment
	$6,659	$6,349	$5,951	$5,782

SCHOOL FUNDING IN SELECTED SCHOOL DISTRICTS IN THE NEW YORK CITY AREA[26]

School District	Percentage White Students	Percentage Students of Color	Spending per Pupil	Percentage Students Dropping Out
Manhasset	80%	20%	$20,981	0%
Jericho	85.7%	14.3%	$17,255	0%
Great Neck	77.6%	22.4%	$18,627	.2%
Mt. Vernon	9.9%	90.1%	$11,095	1.8%
Roosevelt	0.3%	99.7%	$10,320	4.1%
New York City	15%	85%	$10,469	5.3%

Drug Case Referrals and Detained by Race
1997

Legend: ■ Referred / ▓ Detained
Categories: Black, White, Other

Percent of Youth Petitioned and Waived to Adult Court by Race
1997

Legend: ■ Petitioned / ▓ Waived to Adult Court
Categories: Black, White, Other
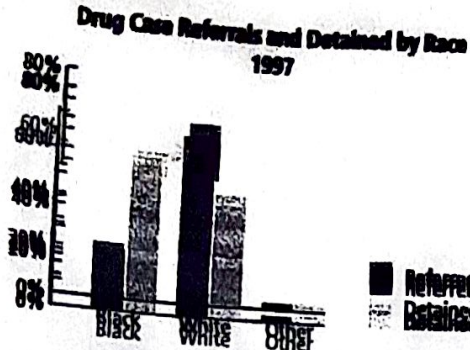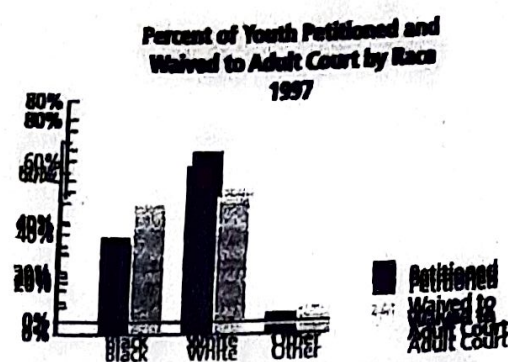
Portrayal of Blacks and Whites in Local Crime News Stories
1993–94
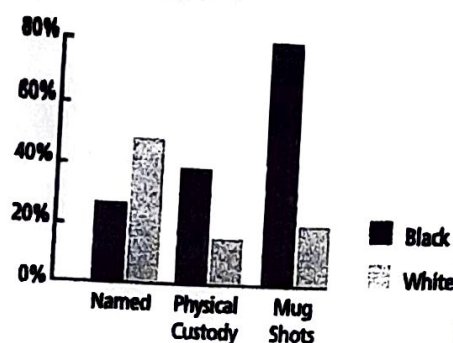
Legend: ■ Black / ▓ White
Categories: Named, Physical Custody, Mug Shots

Surveys continue to reveal the existence of harmful racial stereotypes.

Percentages Saying . . .	Whites	Blacks	Others
"Blacks tend to be lazy . . ."	40%	19%	45%
"Blacks tend to be violence-prone . . ."	51%	41%	60%
"Hispanics tend to be violence prone . . ."	40%	41%	40%
"Blacks tend to be intelligent . . ."	27%	46%	29%
"Hispanics tend to be intelligent . . ."	22%	37%	36%
"Asians tend to be intelligent . . ."	46%	54%	50%
"Whites tend to be intelligent . . ."	50%	50%	52%

In contrast to these popular *perceptions*, surveys of blacks and whites generally find them equally likely to express strong beliefs in individualism and personal responsibility.

Percentages saying . . .	Whites	Blacks
"Welfare makes people work less . . ."	87%	73%
"I enjoy working even if I don't need the money . . ."	61%	63%
"Socioeconomic success comes from special abilities . . ."	49%	48%
"In our society everyone should look out for himself . . ."	31%	40%
"People get ahead by their own hard work . . ."	66%	60%

Chart 3: Percentage of teens who report regular physical activity by presence or absence of different risk factors

Legend:
- ☐ Risk factor present
- ☐ Risk factor NOT present

Categories (x-axis):
- Teens who do and do not engage in one or more risky behaviors
- Teens with and without a special health care need
- Teens who do and do not report depression symptoms
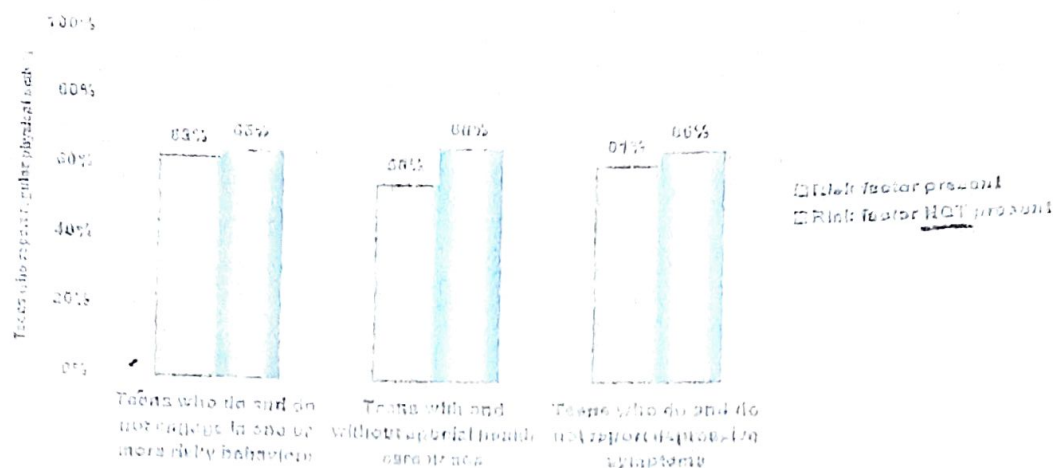
Chart 4: Percentage of teens who report "excellent/very good" health status by presence or absence of different types of risky behaviors

Legend:
- ☐ Teens who report engaging in risky behavior
- ☐ Teens who do NOT engage in risky behavior

Categories (x-axis):
- Smoking — 46%, 61%
- Drinking Alcohol — 52%, 62%
- Using drugs — 45%, 64%
- Carried a weapon — 54%, 60%
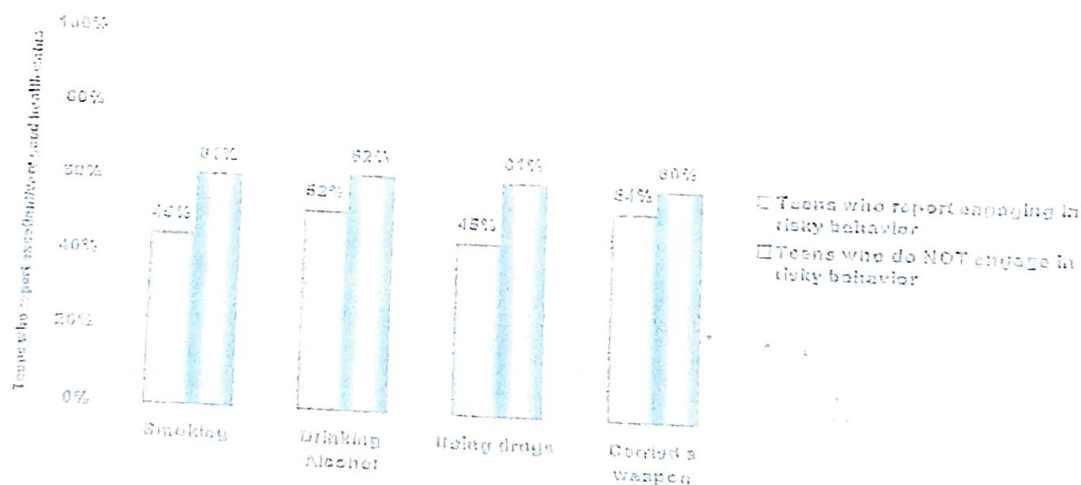
Chart 7: Percentage of teens who report having confidence In handling life problems by presence or absence of different risk factors

- Risk factor present
- Risk factor NOT present

100%
80%
60%
40%
20%
0%

Teens who do and do not engage in one or more risky behaviors: 15%, 27%

Teens with and without special health care needs: 17%, 24%

Teens who do and do not report depressive symptoms: 5%, 27%
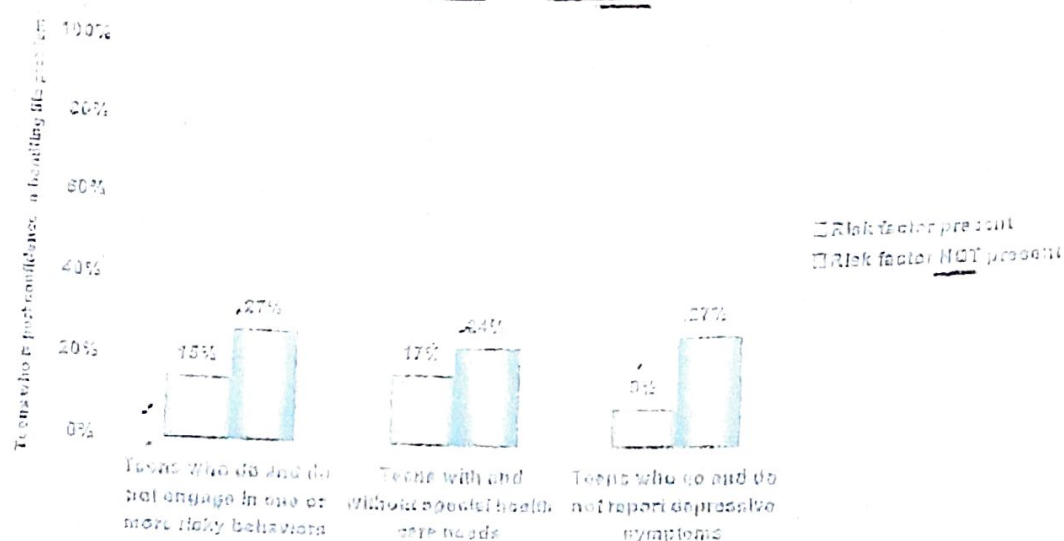
Chart 8: Percentage of teens who report having confidence in the ability to change life by presence or absence of different risk factors

- Risk factor present
- Risk factor NOT present

100%
80%
60%
40%
20%
0%

Teens who do and do not engage in one or more risky behaviors: 35%, 48%

Teens with and without special health care needs: 36%, 45%

Teens who do and do not report depressive symptoms: 27%, 46%
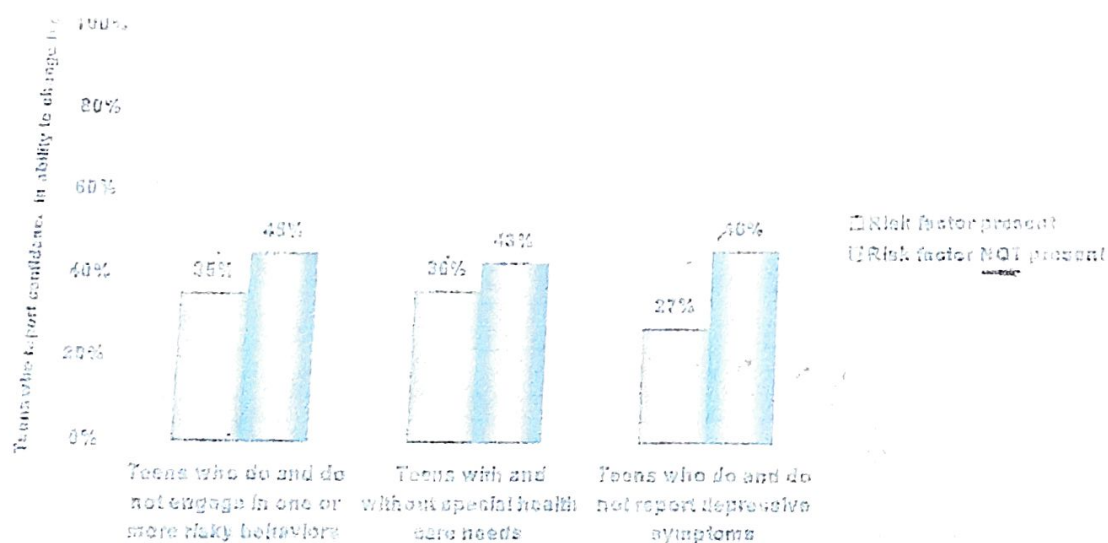
Chart 11: Percentage of teens who report involvement in community activities by presence or absence of different risk factors

Teens who do and do not engage in one or more risky behaviors: 62%, 71%

Teens with and without special health care needs: 63%, 69%

Teens who do and do not report depressive symptoms: 60%, 70%

☐ Risk factor present
☐ Risk factor NOT present
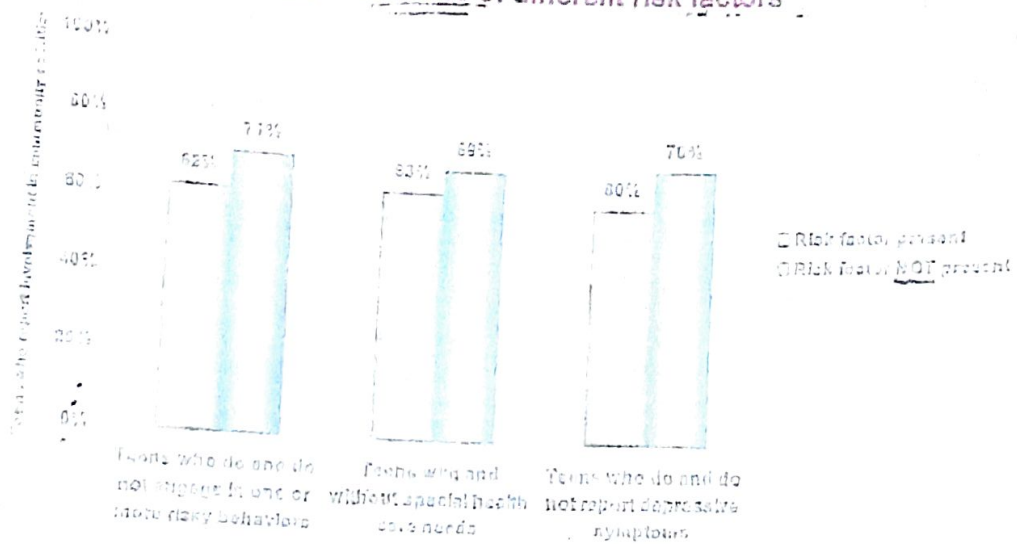
Chart 12: Percentage of teens who report feeling connected to school by presence or absence of different risk factors

Teens who do and do not engage in one or more risky behaviors: 58%, 70%

Teens with and without special health care needs: 53%, 70%

Teens who do and do not report depressive symptoms: 50%, 71%

☐ Risk factor present
☐ Risk factor NOT present
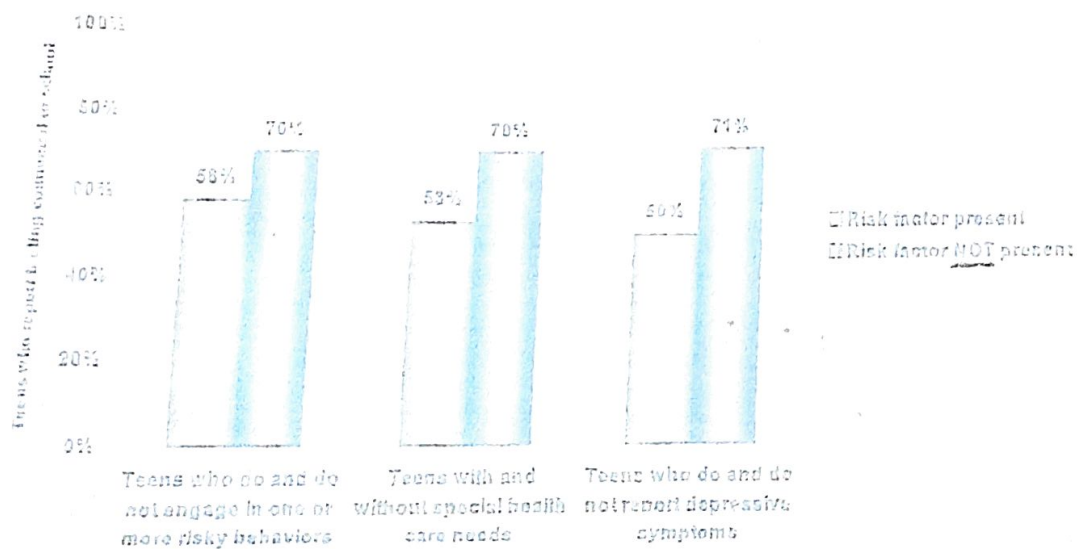
Chart 16: Percentage of teens who report having a visit to a doctor or other health care provider when sick or injured by presence or absence of different risk factors

Legend:
- ☐ Risk factor present
- ☐ Risk factor NOT present

Bars:
- Teens who do and do not engage in one or more risky behaviors: 70%, 75%
- Teens with and without special health care needs: 81%, 54%
- Teens who do and do not report depressive symptoms: 77%, 85%
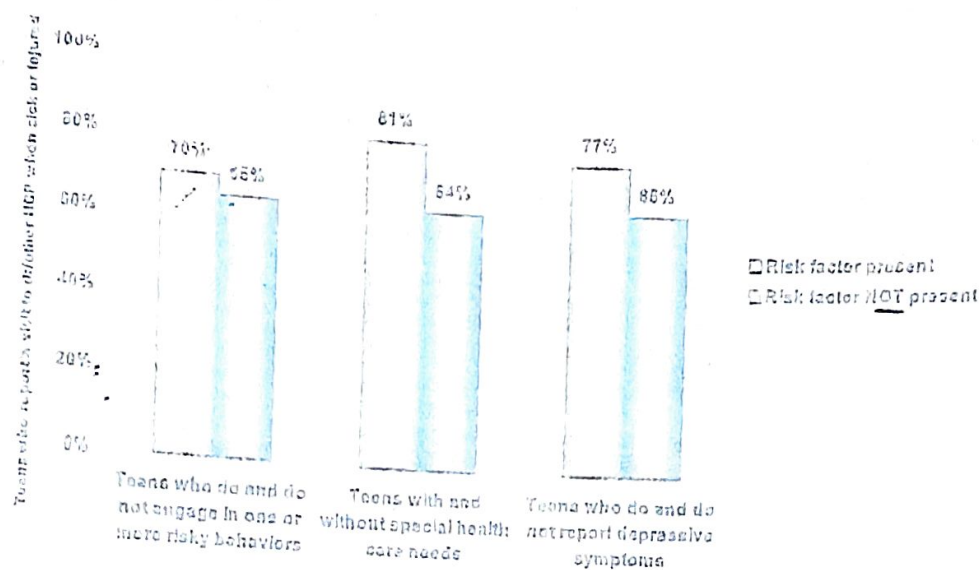
Chart 17: Percentage of teens who report being hospitalized in the past year by presence or absence of different risk factors

Legend:
- ☐ Risk factor present
- ☐ Risk factor NOT present

Bars:
- Teens who do and do not engage in one or more risky behaviors: 8%, 4%
- Teens with and without special health care needs: 16%, 3%
- Teens who do and do not report depressive symptoms: 10%, 5%
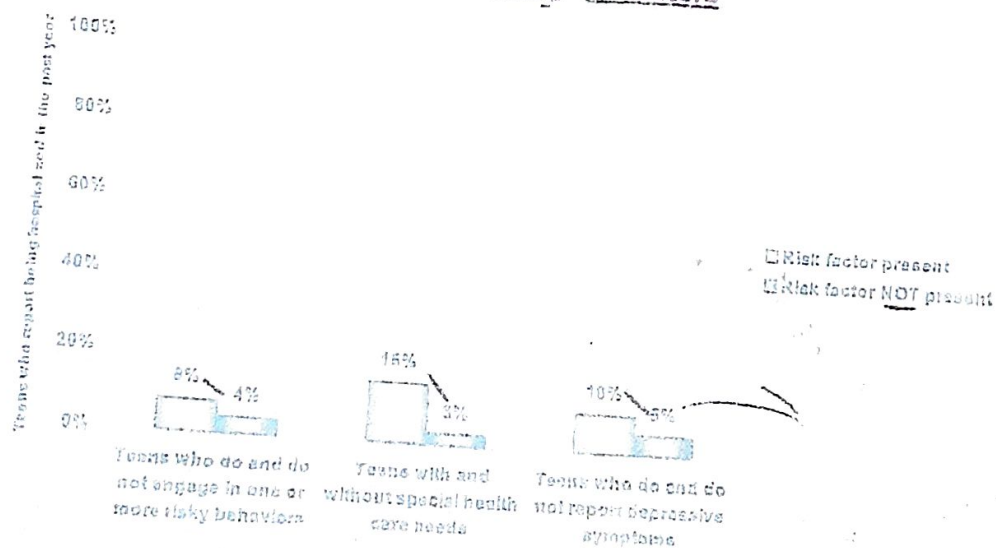
Chart 20: Percentage of teens who report that they could talk openly with their doctor or other health care provider by presence or absence of different risk factors

Legend:
- Risk factor present
- Risk factor NOT present

X-axis categories:
- Teens who do and do not engage in one or more risky behaviors (55%, 64%)
- Teens with and without special health care needs (60%, 61%)
- Teens who do and do not report depressive symptoms (48%, 65%)
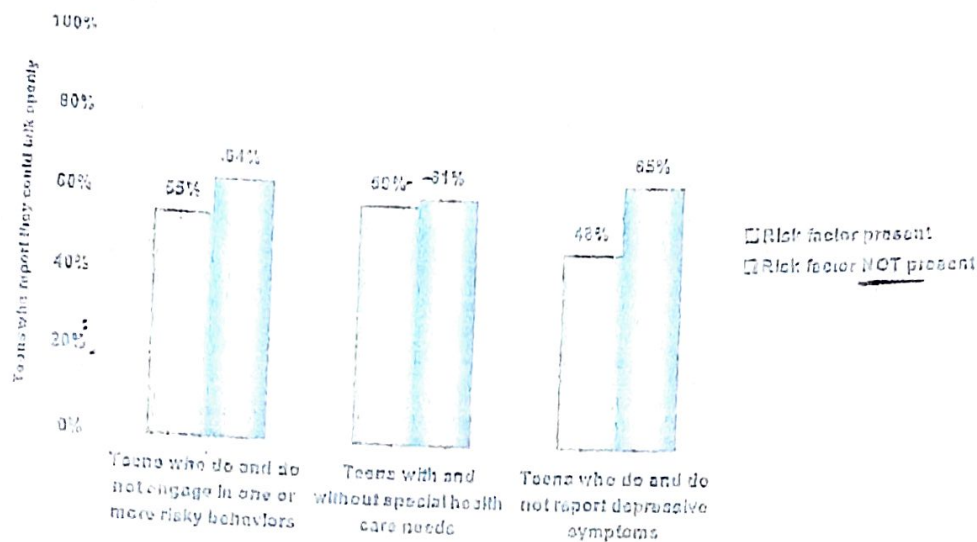
Chart 21: Percentage of teens who report that they could talk openly with their doctor or other health care provider by presence or absence of different types of risky behaviors

Legend:
- Teens who report engaging in risky behavior
- Teens who do NOT engage in risky behavior

X-axis categories:
- Smoking (49%, 62%)
- Drinking Alcohol (52%, 64%)
- Using drugs (46%, 62%)
- Carried a weapon (56%, 61%)
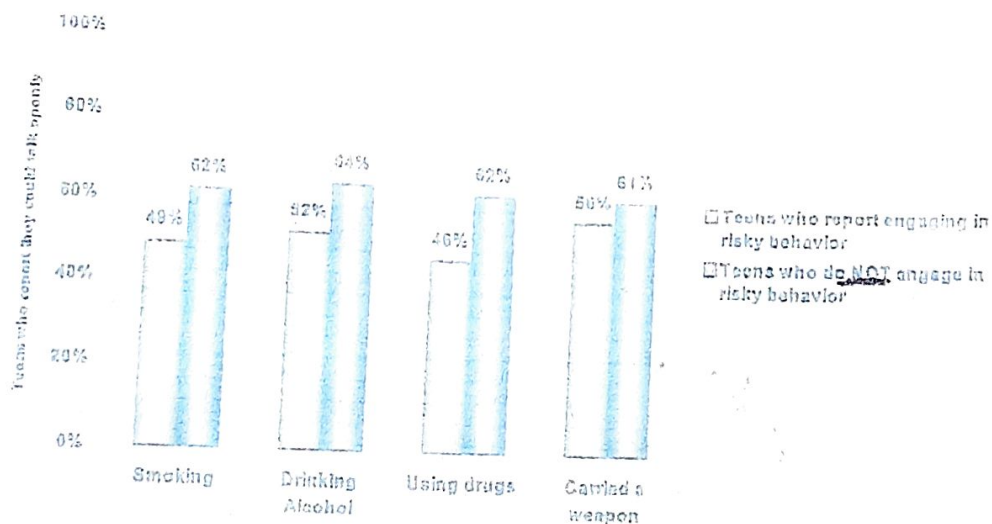
Chart 31: Percentage of teens who report that they believe that their visit was confidential by presence or absence of different types of risky behaviors
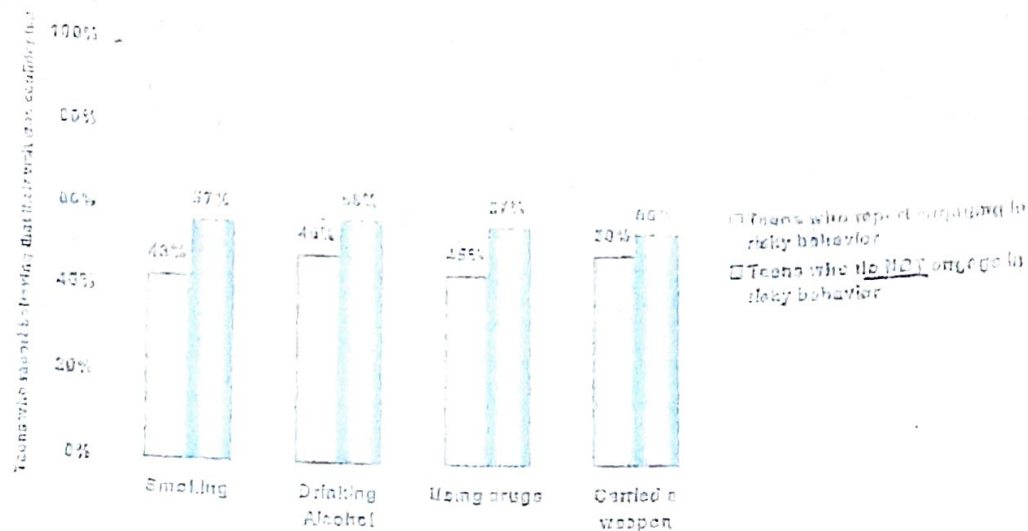
Chart 32: Percentage of teens who report that they were helped to understand health risks by presence or absence of different risk factors

A Portrait of Adolescents in America

100%

80%

60%

42% 40%   49%   41% 40%
40%   37%

20%

0%

Teens who do and do   Teens with and   Teens who do and do
not engage in one or   without special health   not report depressive
more risky behaviors   care needs   symptoms

☐ Risk factor present
☐ Risk factor NOT present

Teens who report their provider talked about phy ia activity
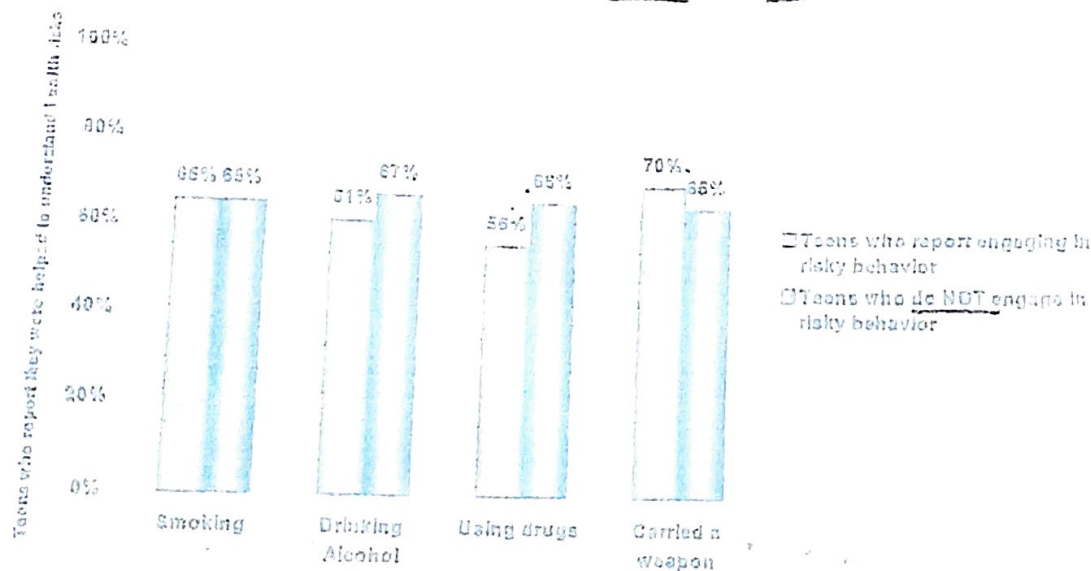
Chart 36: Percentage of teens who report that their doctor or other health care provider talked about feelings, emotions, or moods by presence or absence of different risk factors

100%

80%

60%

                                 45%
40%   37%
      25%   23%
           24%   21%

20%

0%

Teens who do and do   Teens with and   Teens who do and do
not engage in one or   without special health   not report depressive
more risky behaviors   care needs   symptoms

☐ Risk factor present
☐ Risk factor NOT present

Teens who report their provider talked about feelings, emotions, and moods
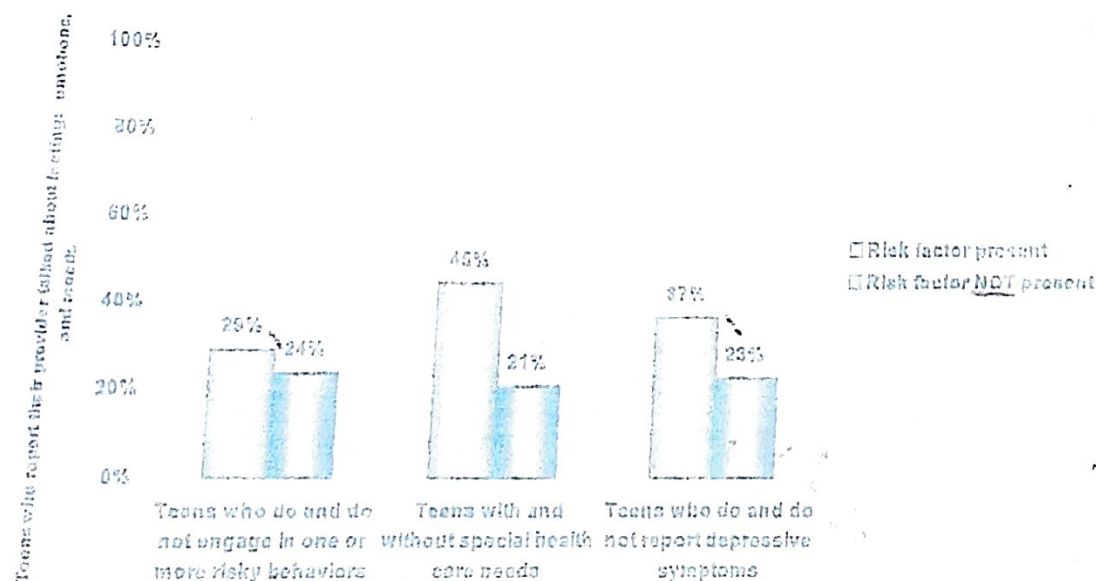
Youth in Adult Prisons: Should They Be?

Two teens, ages 15 and 16 at the time of the crime, sexually assaulted and murdered Mrs. Zidan seven years ago, and were released from their juvenile facility in August, 2007. They showed no remorse for the crime, were antagonistic toward the juvenile detention staff, and gloated at the victim's family about the crime they committed (Oakes, 2007). What are the chances these killers will continue on a path of destruction?

Three teens, ages 14 through15, were in the process of ransacking a house when a father of four entered and chased the teens outside. The father confronted them and was shot three times. One teen turned around and shot the father with a fourth fatal bullet and laughed at the man as he fell to the ground...dead (Johnson, 2007). These teens have a horrendous background full of criminal activity. Are they rehabilitative?

Tariq Rafay and Sebastian Burns were between 17 and 18 years old when they bludgeoned Tariq's family to obtain insurance money in order to write a screen play. Rafay watched as his disabled sister was blugeoned over and over by Burns. He watched as his parents were bludgeoned as well. The plot to kill the parents was devised and worked on while in high school where both students were considered precocious and extremely intelligent. They fled to Canada after the crime and were secretly filmed in their apartment laughing about the murder. By the way, the play they were writing was how to kill your parents (Johnson, 2004). Burns and Rafay were extradicted from Canada

Youth in Adult Prisons: Should They Be?

Clearly we are not addressing stealing cookies with assignment to adult prison, but instead addressing hard core crimes befitting assignment to adult prison. Professional research reports such an increase.

Are we actually stating that all youth should be in adult prison? No, certainly not. However, youth involved in violent crime should be. With heinous crimes the moral line has been crossed and society has the right to be protected from sociopaths and psychopaths who are juveniles. Such psychiatric disorders *cannot* be changed or modified as their brain does not have a conscience (Magid and McKelvey, 1987).

The United States operates under the rule of law with the idea to be fair and just in its application (Cass, 2001). It *is* the responsibility of society to monitor the enactment of laws and see to its just application throughout generational change. As citizens, we are responsible for active involvement to maintain justice. When citizen malaise sets in, as is the case currently, the result can be mismanagement by the legal community. While not exactly chastising all of society, it is the duty of citizens to not say, *"it's not my problem"*

Youth in Adult Prisons: Should They Be?

We are looking at America's future where youth crime is rising with no crest in sight in part because parents have relinquished transfering moral and core values to their children for proper development. Instead parasitic values have permiated within the family structure. These children have become derailed, detached, and have obtained violent-prone "skills" that we now see in detention and courtrooms all across America. Such a breeding ground exists and society seeks protection from youth who are more aggressive and violent than ever (Magid and McKelvey, 1987). Psychologists and other professionals have a fear *for* society knowing that over 50% of youth have anti-social behavior. High detention derives from this contributory cause.

We know that Juvenile Detention (JD) and Juvenile Court (JC) were established to give youth a chance at rehabilitation and development. Programs are aimed to teach life skills needed to reenter society. Youth are placed in an open compound dependent upon if one is hard core or deviant. Such a compound is to encourage receptivity to programs. But to the youthful mind it may not be posited as punishment and instead appear as an opportunity to mingle with others and develop other bad habits. Frankly, too many detention youth don't view their time as punishment and do not value the purposeful intent of rehabilitation. The result are failed programs.

Repeat offenders dominate detention facilities whose crimes are deemed punishable as opposed to those that are given probation, assigned to classes in lieu of

<center>Youth in Adult Prisons. Should They Be?.</center>

The Juvenile Corrections Act establishes a probation system specifically for youth and balances the interest of the offender in order to protect society, to make juveniles accountable, and assist in development through skill-building (Kurz, 1999). The Idaho Juvenile Corrections Act stipulates the purpose of juvenile probabtion and the needed development of life skills (Idaho Code, 2005). Drug testing, monitoring, educational classes, treatment, service, restitution, counseling, are all part of the system (Burnett, 2004).

But let us *not* deviate so far that victims are forgotton. Many youth crimes are so deviant, so vile, so heinous, so atrocious, so violent, and vicious that they warrant trial in an adult court. Policies are often amended *because* of the increasing need for societal protection. Drive-by shootings are an example that allow assignment to adult court. Keep in mind that many youth, while young in age, are savy and worldly-wise even more so than many adult criminals now in prison.

Youth who enter the adult system still receive juvenile programs (GED, for example) and are separated from adults, but upon becoming an adult are entered into the adult compound. Young adults learn to work for probation with such opportunities as community college classes that exist at McNeil Island Penitentiary. Trades are available in some instances and with good behavior adults can obtain jobs with designated employers, commute from prison to their job, and return to the prison at a designated

Youth in Adult Prisons. Should They Be?

Detention has its place, of course, where problems can be worked out.

HOWEVER, being disastified with society is not a reason to kill the family, shoot up a

school, rape, maim, murder, assault, and drive by a home and shoot innocents in the

window. Adult prison assignment for youth *is* indeed warranted in many cases.

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The common practice for punishing Juvenile offenders is to place them in a juvenile delinquent program. Such programs are not like an adult prison in that there is not cell per se and instead the offenders are restricted to a compound like location. The focus of these programs are to provide the juvenile with life skills that will be needed to reenter society as a productive citizen. Unfortunately, all too often these programs fail to accomplish this goal and instead too many juvenile offenders become repeat offenders, either as a juvenile or, later, as an adult.

The problem with the juvenile system is it begins with the positive, thus removing the incentive for good behavior. On the other hand, the adult criminal justice system typically begins by placing the convicted offender into a prison and then, upon the proving of good behavior, moving them to some form of probationary program. During the probation program, the

scrapped. Instead, the juvenile system should be brought in with the adult system, with the proper adjustments made to ensure the safety of the juveniles. However, the program should begin with the juvenile being placed into an adult prison and then, through the use of incentives, gradually be given the opportunity to earn the freedom of a progressively more liberal probation program.

Placing juveniles in an adult prison has numerous benefits, both in terms of punishment, retribution and deterrence. For example, regardless of the type of crime committed, is the deterrence effect it creates. Regardless of whether the actual offender benefits or not from serving time in prison, the community will benefit because the possibility of jail time deters other potential criminals from committing a crime. (Wright, 1994; p. et al). If crimes were not punished severely, what would deter anyone from committing them?

Another benefit of using adult prisons as punishment for juvenile criminal behavior is the sense of justice it creates. After all, a crime is a crime, regardless of one's age. In the theory that a civil society is a just society, our government and society functions on the basis that what makes us civil (and democratic) is we operate under the

our criminal justice system since the founding of the nation. It is how we define our justice system and, at least in our minds, allows our system of government to work. (Cass, 2001; p. 36).

Thus, upon conviction, placing juveniles in adult prisons serves several purposes and, most importantly, creates a system where one starts off in the worse case scenario and must earn their way out. The way out is through a juvenile probation system. The purpose of juvenile probation programs is to punish a juvenile offender but work to correct the criminal behavior and allow the individual to live a productive adult life within society. Most states have adopted some form of a Juvenile Corrections Act that establishes a probation system specifically for juvenile offenders. Typically the purpose of such an act is to balance the interests of the community, victim, juvenile offender, and the offender's parents. (Kurz 1999, p. 74).

juvenile and to work with the individual to create a probation program that will meet all the interested parties needs. Typical conditions of probation include: employment counseling, random drug testing, electronic monitoring, drug and alcohol education classes and treatment, community service, victim restitution, and preventative counseling. (Burnett 2004, p. 24).

The probation officer's role is often one of ensuring compliance with these programs. Usually probation officers connect with their clients by taking a "good cop, bad cop" approach. If the juvenile is compliant, the officer will reward them. If the juvenile is non-compliant, the officer will penalize the juvenile with more severe probation requirements. (Jacobs 1990, p. 102). Essentially, the officer empowers the juvenile by leaving one's success or failure entirely in their hands.

In conclusion, what can be seen is that the current system of juvenile justice does not work for the simple reason that it starts at the end instead of the beginning. Current juvenile delinquency programs are akin to probation instead of prison. Yet, at least in the adult system, probation is something that must be earned. The reason why it is wanted to be earned is because it is a better situation than prison. In other words, it creates a good cop bad cop scenario. Nobody likes the bad cop, so you start doing what is needed in order to get to the

good cop, or probation. The result is the juvenile will be more likely to take the actual steps needed to avoid being placed back into the worse case scenario: prison. Thus, the system will reduce the number of repeat offenders in the juvenile population.

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and parents. It is used as a substance abuse prevention program in the United States, Canada, Australia, Europe, and Central America.

Its main focus is to teach parenting skills via the **Parent Skills Training** group, and to teach developmental skills to their children via the **Children's Skills Training** group.

Program Functionality: 14 Sessions/2 hours each session

1. First hour: 4 to 12 parents in a multi-component session. Children are involved in their own group.

2. Second hour: Families split into two groups run by two group leaders in each group. **Purpose** is to practice strengthening observation, monitoring, therapeutic play, communication, and positive discipline.

3. Completion: **Reunion** sessions should take place within a 6 to 12 month interval to help maintain continuity, support, assist with intervention [if necessary], and continue the step-by-step gains.

Acronyms for Referral in Chapter 7

1. CSAP (Center for Substance Abuse Program)
2. ICPS (I Can Problem Solve)
3. NIAAA (National Institute on Alcohol Abuse & Alcoholism)
4. NIDA (National Institute on Drug Abuse)
5. SFP (Strengthening Families Program)

Participatory Groups

What is meant by the term *families*? The definition is one or more adults that raise biological, adoptive, foster, step, blended, and extended families. It is recommended that two

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adults attend the SFP program for mutual support and participation. The 1982 program was designed as a *selective prevention program* for high-risk 6- to 12-year old children of substance abuse parents. Of importance is that this particular program is used for those at lower risk as well as for those at even high risk. *The objective is to reduce risk factors and enhance protective factors for the children, family unit, and parents.*

SFP THEORIES AND THEIR VARIABLES

Programs are empirically tested theories of risk and protective factors. As such, SFP was designed to skillfully address the predictors of substance abuse or other youth issues.

Theory of Etiology

SFP is built upon the social-ecology model (1990-1991) of adolescent substance abuse and later tested on 8,500 multiethnic high-risk youth.

Three Family Protective Factors:

1. Parent-child attachment
2. Supervision
3. Communications of family values:
   a. No drugs
   b. No alcohol
   c. Maintain control of behavior
   d. Do well in school
   e. Become socially competent
   f. Bond with the school

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- improved parent involvement
- school bonding
- child social competence
- child self-regulation

The *Bronfenbrenner* 1977 model of microsystems, mesosystems, exosystems, and macrosystems for childhood development should be addressed in the prevention systems.

SFP coupled with Bronfenbrenner allows parents to be taught to be more nurturing, loving, supporting, and allows parents to bond with other adults. Such attachment helps prevent delinquency, substance abuse, school failure, develops resilience in youth, shows conflict resolution, shows how to manage stress and manage emotions, and then glides along to develop dreams, goals, and a sense of purpose in life.

Theory of Intervention

The thought of the intervention theory is to improve the parenting style and its associated dynamics to prevent substance abuse (p. 162).

Three Types of Intervention

1. Parent behavior change strategies which reeducates the child.
2. Child behavior change strategies that impact the caregiver.
3. Family dynamic change strategies that optimize child-caregiver interactions.

SFP Designed as Three-Component Training

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Developmental Theory

Many parents make the mistake of waiting too long to identify school or behavioral problems. The thought behind SFP was that early intervention, 6- to 11- year olds, would be the preferable age to target as much earlier intervention was difficult to identify.

SFP: PRACTICE

Program Manuals

1. Parent Training Program with Group Leader's Manual and Parent Handbook.

2. Children's Skills Training with Group Leader's Manual and Children's Handbook.

3. Family Skills Training with Group Leader's Manual.

4. Implementation Manual for Group Leaders.

5. All of the above are on CD's.

Group Leader Qualifications and Training

1. Culturally mixed, male and female. Need leadership skills in training.
2. Extrovert people.
3. Work once per week for 5 hours.
4. Generally 3 day training session.
5. Involves concepts, mechanics, curriculum, recruitment, retention, facilitation, role plays.
6. Coordinator recruits families and organizes.

SFP EXAMPLE IN PRACTICE

1. Recruit families
2. Have a Family Fun Night one week before program begins. This involves a meal, games, circle time.

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3. Provide child care
4. Provide service referrals for needs of housing, legal, medical, vocational, educational, mental health, and substance abuse.
5. Provide transportation

CONTENTS OF PARENT, CHILD, AND FAMILY SKILLS TRAINING SESSIONS

PHASE I

Follow the model. Conduct overview, do introductions, discuss attendance, rules and how the training can help everyone. Parents then learn age appropriate developmental expectations and to cope with stress to avoid hitting or hurting. Learn reward for good behavior. Adults learn to undertake a child role to learn. Children play skilled games, practice speaking and listening skills. Purpose to increase family bonding.

PHASE II

Family communication through positive interactions. Play games together, have family meetings, handle family issues in a problem-solving manner. Parents practice with another family members child in session. Share feelings, discuss fears, discuss alcohol and drugs.

PHASE III

Learn supervision, monitoring, and discipline strategies. Parents are in the process of obtaining new tools culturally-based, learning coping skills, problem-solving steps, play games and have family practices. A formal graduation ceremony is encouraged with food, music, speakers, and guests.

THE PREDICTOR VARIABLES INITIATIVE

CHAPTER 7 SUMMARY

160). Their issues with self, jobs, children, and other family problems were traumatic at best. The purpose of the SFP study in Utah was to test the effectiveness of the 14-session study. While having been tested at the junior high level, it had never been tested at the elementary level. Hence the participation of the Smith family with their highly damaging problems were able to improve their parenting skills against odds, and their children benefited in relationships, were better in school, and were better behaved.

STRENGTHENING FAMILIES PROGRAM EVALUATION STUDIES

Because of the positive results of the first NIDA SFP study over 20 years, SFP has been replicated with other diverse ethnic families by culturally adapting to African-American, Native American, Hispanic/Latino, and Asian/Pacific Islander families. Of importance is that culturally adapted versions averaged 40% better retention rates.

Evaluations are followed through with age-appropriate versions of SFP; follow-ups for elementary schools, junior high schools, along with other variables. Thus, SFP has proved to be successful at many levels.

Web site lists are helpful for research purposes:

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HINTS FOR PRACTITIONERS

Recruiting and Retaining High-Risk or Ethnic Families

Recruit from different places, different schools, churches, treatment facilities, shelters, health centers, social service agencies, tribal services, et al.

Culturally adapt the program to make it effective. Recruit ethnic populations.

Program Site, Location, and Group Size

Two rooms for youth and parents. Large rooms for child care and families. Hold the program in schools, centers, churches. Keep groupings small for intimacy within the program sessions.

Family Fun Night

Bring former graduates to provide testimonials about how the program helped their family. George Smith (p. 159)told new families how the program worked for him. *George is now an active participant and major advocate for new families in SFP.*

Janet Jackson: *Rhythm Nation*

The sound of Rhythm and Blues (R&B) with its unique rhythms from various early genre would elicit the response of being *smooth*. That particular term was used to describe rythmic music between 1940 and 1960 (Wikipedia). Simply stated it is a combination of various rhythms plus blues music. The great B.B. King is an example of a Blues musician. This type of music has a user-friendly scale in the key of C for guitar. It allows for easy improvisation and easy note progression by allowing ease of movement around the scale. That is to say, the musician has to feel his way through note progression. The left hand has what is termed, muscle memory, and notes must be imprinted into the left hand muscle memory in order to progress properly to the blues sound. The *smear,* which is *thee* sound of Blues music, is accomplished by bending the strings a little and by slightly pulling them down with your left hand. Once a musician learns the scale both upward and backward with his left hand, he then can progress with improvization within the scale framework (Estaban). A flat pick is used in the right hand with simple up and down strokes but that, too, can be improvised. The song, *Frankie and Johnny,* is an example of a flat pick blues song.

Marvin Gaye, *I Heard It Through Tthe Grapevine*; Otis Redding, *Sittin' On The Dock Of The Bay*; Ray Charles, *Georgia On My Mind* are early examples of R&B singers. Elvis Presley with Rock N Roll, Funk music, Motown (Soul Train) soul music, POP music, lead to Contemporary R&B in the early eighties after the demise of Disco. R&B is still strong today.

Janet Jackson is a Contemporary R&B performer (Wikipedia). Her album, *Rhythm Nation 1814 (MP3Rocket.Pro),* has several songs, one of which is titled, *Rhythm Nation.* Janet hails from Gary, Indiana and is one of the famous Jackson family of singers. She and her siblings were raised in a faith in which several chafed. The natural inherited rhythms and the influence of funky music and the godfather of soul, James Brown, brought forth a blossoming of the siblings with the end result that of a contemporary R&B genre. The year 1986 added the Hip Hop genre to contemporary R&B. The African American genres of jazz, blues, gospel, boogie-woogie, rock and roll, Motown, disco, funk, along with psychedelic rock (*KISS*), rap, and hip hop are used in variations of contemporary R&B. Hence, the militaristic and perceived rebellious song, *Rhythm Nation.*

The song "has a slick, electronic record production style, drum machine-backed rhythms, and a smooth, lush style of vocal arrangement. Uses of hip hop-inspired beats are typical, although the roughness and grit inherent in hip hop is usually reduced and smoothed out" (MP3Rocket.Pro).

Rhythm Nation "preached racial unity and harmony among nations and in promise of looking for a better way of life and a way to stop social unrest and injustice.""The famous black-and-white military-inspired dance video...is famous for its high-octane choreography in an abandoned factory" (Wikipedia). Both the song and video won numerous awards. The lyrics are as follows:

Rhythm Nation
Lyrics

With music by our side
To break the color lines
Let's work together
To improve our way of life
Join forces in protest
To social injustice
A generation full of courage
Come forth with me
People of the world today
Are we looking for a better way of life
We are a part of the rhythm nation
People of the world unite
Strength in numbers we can get it right
One time
We are a part of the rhythm nation

This is the test
No struggle no progress
Lend a hand to help
Your brother do his best
Things are getting worse
We have to make them better
It's time to give a damn
Let's work together come on

People of the world today
Are we looking for a better way of life
We are part of the rhythm nation
People of the world unite
Strength in numbers we can get it right
One time
We are a part of the rhythm nation
(lyrics.com)

      Janet Jackson's video expresses with dance and song a militaristic rhythm. Black and white video (and movies) appear impressive because of the stark contrast. Her cap and outfit with collar and insignias on the outfit bespeaks of militarism. Her message is one of using power and this comes through in the video filmed in an abandoned factory with highly expressive choreography. The countdown of 4-3-2-1 in different voices imparts a militaristic form as well. The appearance without the music can be startling, but in the song and video Janet is trying to preach "racial unity and harmony among nations and in promise of looking for a better life and a way to stop social unrest and injustice" (Wikipedia).

      Listening to the song without the video thrusts the rhythm out and words are listened to but as rhythm words as opposed to social words. The video allows one to view

the dancing and contributes to not listening to the words but observe the militaristic actions as dance.

Jackson's music was thrusting forward youth culture to embrace change. Youth throughout America amongst the classes understood the new fronterism of recognizing ethnicity but youth express themselves with the music genre. It shows rebellion, perhaps, but youth don't have entitlements that allow them to be part of the establishment. Thus, music - the primal form of communication - is what youth use to make changes. Adults often innately resist change and remain in the comfortable status quo. Articles appear in magazines and newspapers questioning what is happening to today's youth. An example is David Kupelian's article from the WorldNetDaily, "*Why today's youth culture has gone insane*"seems to harken back to the 1920's way of thinking about youth as "from the lower social classes" (Hine, *The Rise and Fall of the American Teenager*). Looking at various contributors to this particular news organization - Ann Coulter in particular - shows right away which part of the spectrum the WorldNetDaily reports. Therefore, such writings should be relegated to the recycle bin for elimination as no value or intellectual thought exists - only class warfare.

Dr. Carl Taylor, *Introductory Editorial - Understanding Youth Culture*, states, "It is of utmost importance that we first realize the need to include 'urban youth' in positive youth development efforts and initiatives." Janet Jackson is doing so in her music by appealing to the rhythm nation (African Americans in general). She understands and realizes the powerful force that exist within youth culture and is trying through the music medium to channel those forces into productivity. Dr. Taylor further states, "Today urban youth culture is the dominating force in the life of most young people throughout the United States". Again this reinforces over and over the power that exists with youth. As Bill Cosby once stated, "give me all the two year olds and I can conquer the world" referring to the massive amount of energy. So, too, can youth be utilized in a positive direction.

Dr. Clifton R. Wharton, Jr., *What's your tribe?*, addresses the tribe of urban youth culture. All humans are tribal but sub-cultures exist in various identities. Urban youth culture has its own tribalism, and it is this particular tribalism that some are concerned about. So does Janet Jackson's *Rhythm Nation* song contribute to negative tribalism? No more so than did the flappers in America in the 1920's who were considered as whores for a period of time. How about spooning in the bumper seat of a car in the late '20's and early 30's? Such behavior and skimpy women's clothing in the past was considered the bain of youth then. Skimpy clothing and physical gyrations today are considered the same way. Youth must be deteriorating is the thought of some adults and institutions.

Not so. It is the right of passage but it is a long passage because of family institutional breakdowns and realignment, lack of adult understanding and caring, lack of economic opportunities today to speed them out of a longer youth culture.

Therefore, Janet Jackson's music, *Rhythm Nation*, influences youth to get involved and implores youth to "break the color lines...work together...improve our way of life...protest...social injustice...lend a hand to help". This is a song not of violence toward a specific group, nor disruptiveness in the non-legal sense; instead it encourages youth in their respective tribes to get involved throughout the world.

Warrick - Seen and Heard Music - *Rhythm Nation*

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Mission Statement

Furry Friends' purpose is to inspire and educate youth and adults to learn the value of becoming knowledgeable in the area of pet education and to apply that knowledge as project volunteers. We exist to enrich lives through the strengthening of the human and animal bond. We exist to establish a strong community relationship. We exist to share our core values and beliefs with society. We exist to train and education first time pet owners how to properly care for their newcomer.

We Address Needs by:

- Educating youth and adult volunteers on pet education
- Speaking at school forums on pet nutrition, behavior, care, needs
- Ensuring that youth and adults are equipped with a good understanding about the responsibilities of pet ownership
- Staffing booths at fairs to be used as educational tools
- Participating at shelter adoption days and other activities
- Offering informational sessions to pet owners and youths
- Working with disabled youth

We Have Core Principles and Beliefs:

- That guide our work
- That are creative and action-oriented
- That undertake challenges
- That keep us focused on our mission
- That work well with breed clubs and specialty organizations
- That work closely with veterinarians
- That believe in locating shelter for stray animals
- That provide training focused on compassion and respect for animals

Service

Groups

Visit

Demo

Teach

Volunteers

Public Directional

Meetings

Approval

Legal

Funding

Mission Statement

Hygiene

Vet

Tricks

Signs

Teach

Exercise

grooming

Pet Information

Training

Seminars

Tours

Carnivals

Projects

Pet Education

Board

Furry Friends Pet Education Project Coordination

Assistant

More Duties

Advertising

Volunteer Contact

Select Volunteers

Train

Asign

Assist

Publications

Web site

E-Mail

Pamphlets

Speaking

Fairs

Veterinarian Offices

Pet Stores

Board of Directors:

Furry Friends is a registered non-profit organization with a board of directors that meet ten times per year; meetings will not be held during the months of July or December.

The board of directors is established with the following positions for one year terms:
- President
- President-elect
- Past President
- Secretary
- Treasurer
- Members at Large - Five

Business Meetings: will be held the first Thursday of each month from 7:00 p.m. to 9:00 p.m., excluding the months of July and August. All meetings are open to the public and all members of the Furry Friends organization are encouraged to attend.

Elections of board members will take place the first Thursday of January of each year. Each term is for one year and each director will serve without pay.

Board approval is applied to that of approving activities, educational materials, promotional campaigns, selection of any legal entity, and for organizational direction.

Board will implement legal documents for Furry Friends Pet Education Program. Board is responsible for city and state certification. Documents are to be made available to the public.

Furry Friends is by grants from the American Society for the Prevention and through private donations

Furry Friends Educational Activities

The Furry Friends Pet Program offers a variety of educational activities to youth between the ages of five and sixteen years of age. The program sets up booths at the local Farmers Market on the first and second Saturday of the month, including the annual state fair, and at the local high school gym every Friday afternoon. Some of the activities that are taught to youth are:

- Pet Grooming
- Hygiene Basics for Puppies
- First Year Nutrition
- Basic Dog Training 101
- The Little Vet
- Teach-Um Tricks
- Dog Walking

Twice annually, Furry Friends Pet Program provides free dog trick training to young individuals interested in teaching their pet to obey basic commands, including some simple tricks. Youth have a good time with this activity, including their pets. Another opportunity provided free of charge is professional counseling to older youth who expresses a desire in pursuing a career someday in veterinary science. Furry Friends professional staff always has a member available to provide information and guidance to anyone interested.

Projects

Proposed projects include learning tours at colleges, advertised seminars, carnivals (fairs), pet parades, teach-ins at schools.

Area #2: This area is geared toward small children. A volunteer is dressed as a dog or cat and proceeds to hand out balloons. This area is geared toward educating children in how to behave around animals, not to go near animals they are not familiar with, etc.

Area #3: This area has information on working animals, such as guide and rescue dogs. It has some of these animals on site and gives the crowd an indication of how important these animals are to their owners.

Area #4: This area works with a variety of sponsors, such as ASPCA and The Humane Society in providing information and applications to those looking to adopt an animal and to make sure they are fully informed of the responsibilities involved before they do so.

Local School Tours

Furry Friends tour of local schools is an unlimited tour that cycles through all the different schools, elementary through college level in the county providing education on pet care and safety. Geared toward different age groups, volunteers put on a presentation for students, complete with actual "animal representatives". Some of the same messages from area #2 of *Projects* are presented to elementary schools. In high school, information is added as far as recruiting volunteers to work with *Furry Friends* and working in shelters. Additional featured information is on future career paths working with animals and how to achieve and obtain those jobs and careers (what classes, training, degrees are needed).

Volunteers:
Accepted volunteers are asked to place themselves into one or more organization group according to their respective interests. Such groups may include:

- Office help
- Hotline
- Publications
- Advertising
- Events
- Educational activities

Within each of these groups with the help of the paid coordinator leader's self-select/are asked to help coordinate each area. All group leaders must be confirmed by the Board. This is to ensure that leaders understand their responsibilities and to ensure they follow the mission statement and the values of the organization while working in the community.

Volunteers: teach teens who in turn teach youth who may then demonstrate their service learning activity to children. Visitations to shelters and areas of interest to

Pet Information Hotline

Oftentimes pet owners are faced with pet dilemmas. These can be as simple as how to choose a dog food or a difficult as creating the proper housing situation for a leopard gecko. It is often difficult for inexperienced pet owners to know where to turn for information, even veterinarians, a major resource for many pet owners are inexperienced in certain areas. For these reasons, well meaning pet owners sometimes make crucial mistakes that affect the lives of their pets and the well being of the human animal bond. To combat this dilemma Furry Friends has created a resource for pet owners. The pet hotline is available for pet owners to get free, unbiased information.

Hours of Operation-
Monday-Friday 1pm-4pm
Hotline observes holiday hours.

Policies and Procedures
- Volunteers in the pet hotline area are asked to contribute at least 4 hours a month.
- It is preferred to have at least two people working the hotline at a time.
- Only used approved resources for answering questions in fields you are not familiar with.
- Novice hotline workers should always work with a veteran worker.
- All new hotline workers need to complete a six hour (three evening) hotline training class offered twice yearly.
- If you don't know the answer to a question try to look it up. However, if you do not feel comfortable with giving an answer look at the monthly hotline schedule and tell the caller when a person familiar with that area will be in the office.

The phone should be answered:
"Furry Friends pet information hotline. How can I help you?"
When answering health related questions it is very important that you always preface your answer with, I am not a veterinarian, if you have concerns you should contact your veterinarian.

Twice yearly a hotline meeting is held. Prior to this meeting a questioner is circulated to all hotline volunteers to find out what we could do differently from an internal perspective. These suggestions (both positive and negative) are discussed at the bi-yearly meeting. Procedural changes from this meeting will either be immediately enacted or brought to the board depending on the size and scope of the change.

Non-Profit Status Information

- Non-profits do not have a statutory meaning on the federal level.
- Furry Friends is to be established as a non-profit corporation organized to advance a public or community interest.
- Furry Friends will incorporate as a 501© (3)
- Furry Friends will be that of a Limited Liability Corporation (LLC) to allow for corporate flexibility (tax-wise) and benefits subject to approval by the Board of Directors.
- Furry Friends will qualify for exemption from the Federal Corporation Tax.
- Furry Friends will obtain the services of a non-profit lawyer for purpose of obtaining organizational documents.

Advertising

- Advertise in local newspapers and magazines.
- Post information about the non-profit organization in veterinarian offices and clinics within the county.
- Information will be posted in schools, pet stores, and other animal- serving venue.
- Furry Friends will be involved in community events thereby promoting citizens to become informed and responsible and caring toward their pets.

"Service Learning": Hurting Youth and Hurting Our Economy by *Bill Medic*

Bill Medic's scathing article hits hard at the volunteering and service learning of youth. He states that volunteering is equivalent to providing free labor and that service learning is a form of "involuntary servitude"[1]. He claims that politicians push the agenda of youth volunteering as a means by which the government doesn't have to fund various community agencies and community services. Author Medic further instructs that service learning itself "instills more bitterness than civic virtue".[2] The article continues that working for free is actually hurting our economy and that politicians are being dishonest knowing full well that they are getting a servitude for free and at the same time not having the government via the agencies pay for this servitude. Bill Medic believes that youth should earn wages for volunteering, as it is a way to put money back into the economy. Medic details a punk rock-type youth volunteer in college who stated she loved volunteering because she felt rewarded by what she had done. But he questions whether this is true since enrolling in an upcoming class, the professor asked for volunteerism from his students. She dropped the class purportedly because she felt the professor was asking too much. He additionally points to the Child-Labor laws and Amendments XIII, Section 1 to back up his opinions. By volunteering for free, it keeps youth economically powerless and with no voice in the application of volunteering. Volunteerism, he says, "is quickly becoming viewed as a sign of degradation and powerlessness.....that youth are no

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[1] Http://www/geocities.com/hatredsucks/communityservice.html?200625

[2] Ibid

longer respected. They are insulted."[3] Youth volunteerism is "about spitting on American youth".[4]

Summary:

What "I liked" about the article is the shock value that the author tosses out to his audience. Who would think that people exist that have this kind of philosophy, but they do exist. This article prepares those in youth volunteering and service learning to be knowledgeable of the facts as a counterpoint to those that espouse a discordant philosophy. What "I disliked" was the meaness of rhetoric, the lack of evidence, the inaccuracy of facts, the tearing apart of goodness and trying to discourage youth from developing into supporting and affirming adults. My opinion of Bill Medic is that of a disgruntled man who delights in the negative. The way to handle such a person is to be aware of his negative delight and to invalidate him with silence.

Swamped: Louisiana Students Become Wetlands Custodians

School teacher Barry Guillot, is an enthusiast and expert on plants and animals in southeast Louisiana. The students in his class volunteer in a program titled, *Wetland Watcher.* [5] This program provides a laboratory from which the children learn about the ecosystem in their native state and how important the ecosystem is to their lifestyle and environment. Children are encouraged to volunteer to bring vertebrates and invertebrates

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[3] http://www/geocities.com/hatredsucks/communityserviceprint.html?200625

[4] Ibid

[5] http://www.edutopia.org.php/article.php?id=Art_1208&key=189

to class which provides a scientific learning environment for all students. The Wetland project is a school-wide *service learning* project "which combines activities designed to service the community (from environmental-protection to volunteering at nursing homes."[6] Students divide in small groups with each responsible for researching and teaching their fellow students inside as well as outside of school. The group has established many celebrations, conferences, and even festivals. They engage in safety training and they lead animal presentations. The students also teach small children in the Head Start program and they share their knowledge and set the stage for future participation of younger youth.

Summary:

First, the reason for the first article by Bill Medic was to display a sharp contrast to the Louisiana article and other articles as well. The Louisiana teacher established the *Wetland Watcher* in 1998 and his students bring to class all sorts of invertebrates and vertebrates that reflect life in the wetlands of southern Louisiana. As such this volunteer program for youth is engaging them in service learning (teaching) and volunteering (bringing items to class). Students are then relating to their environment and show an ownership in helping and in teaching. Children love to show their knowledge and *Wetland Watchers* allows this to happen. What excitement! What learning! What stewardship! I encourage people to go to the website listed below, play the interview and

Conclusion

This manuscript has circum-spected a proverbial analysis

Of a collected research that was applicable for theoretical

Inspection; the projective casing for the who, what, where,

When, why, and how that is determinate of the outcomes

With factoring the development of self-actualization with

Children and adolescents with Self-Identification methods

Of sociospheric communication by community association.

This theory of relativity poses for abject representation

As to what direction procured has qualified the identity

Of the self for children and adolescents; with the deciding

Factors for steering the course to the Route objective in

Communicating by constructive or destructive methods of

Socio-identifying by community patterns of association.

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